Pate's Grammar School

Year 9 PDC Curriculum 2026-27

		[✓]
Sept/Oct Half term 1	**Economic wellbeing - Careers**	
	Understand the importance of thinking ahead and begin to take responsibility for career planning; be positive about learning and qualifications	[ ]
	Be able to identify influences on career choices and know how to ask the right questions to generate answers that inform.	[ ]
	Understand the different qualification types and levels.	[ ]
	Know the transferable skills that employers value.	[ ]
	Reflect on personal activities and interests to identify personal skills and qualities.	[ ]
	Describe what is meant by 'planned happenstance'	[ ]
	Understand labour market information (LMI)	[ ]
	Able to use the virtual work experience platform, *Springpod*, to increase understanding of different career sectors.	[ ]
Nov/Dec Half term 2	**Mental health and wellbeing**	
	Understand that people will experience many different things in their lives and suggest how these may affect them.	[ ]
	Suggest ways to stay mentally healthy.	[ ]
	Know how to identify the signs that suggest you or your friends, might not be coping and know where to get help.	[ ]
	Understand the importance of supportive relationships and how these can help us through difficult times	[ ]
	Know how to **really** listen to your friends so that they feel supported.	[ ]
	Appreciate that we have many choices to help us deal with our emotions and well-being and be able to describe them.	[ ]
	Identify the positive elements of your life and articulate plans you have for the future.	[ ]
	Understand that suicide is final and permanent, and identify what might lead someone to feel that is their only option. Suggest how to support someone who might be feeling this way	[ ]

Jan/Feb Half term 3	**Health**	
	Is able to explain the importance of sleep for wellbeing and brain function	[ ]
	Can assess how lifestyle choices can affect sleep quality	[ ]
	Know how to analyse how a range of strategies can support healthier sleep patterns	[ ]
	Know about breast and testicular cancer and understand the risk factors and common symptoms.	[ ]
	Know how to perform a self-examination to check for signs of cancer and understand why it is important to do this regularly.	[ ]
	Can describe the names, appearance and effects of a range of illegal drugs	[ ]
	Is able to self-analyse personal attitudes and beliefs about the prevalence of drug use amongst young people	[ ]
	Can assess the reasons why young people might choose to use or not use drugs	[ ]
Feb/Mar Half term 4	Can explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs	[ ]
	Is able to explain the short and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs	[ ]
	Relationships and sex education	
	Can identify where misogynistic ideas and narratives come from	[ ]
	Is able to explain how misinformation can spread online, and tactics influencers use to engage users with misogynistic content	[ ]
	Can analyse how to safely respond to or report misogynistic content	[ ]
April/May Half term 5	**Relationships and sex education**	
	Understand the difference between a 'healthy' and 'unhealthy' relationship and recognise the warning signs of an unhealthy relationship.	[ ]
	Explain why communication is important in a relationship.	[ ]
	Know what is meant by an 'affective statement' and suggest why this can help communicate a feeling.	[ ]
	Understand what sexual consent looks and sounds like and understand consent as a process.	[ ]
	Know the law in relation to sexual consent.	[ ]
	Evaluate the impact of music and other media on the importance of consent and draw a conclusion based on evidence.	[ ]

Half term 6	Understand what is meant by an STI and can describe how they can be transmitted.	[ ]
	Can name several common STIs and can describe their symptoms and how they can be treated.	[ ]
	Know how to prevent the transmission of an STI and can suggest where you can get tested if a person thinks they might have an STI.	[ ]
	Can list and describe the different types of contraception available.	[ ]
	Is able to evaluate the advantages and disadvantages of each type of contraception.	[ ]
Subject Skills		
KS3 Strands	In PDC progress will be assessed in the following three strands: 1. **Creativity, problem-solving and risk-taking** 2. **Meta-cognition and self-reflection** 3. **Collaboration, feedback and support**	