



Academic Learning Plan  
**Year 8 Personal Development**

**Intent:**

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Personal Development acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8 Units</b>	<i>Living in the Wider World</i>	<i>Living in the Wider World</i>	<i>Health and Wellbeing</i>	<i>Health and Wellbeing</i>	<i>Relationships (RSE)</i>	<i>Living in the Wider World</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>Online safety</li> <li>Social media and self</li> <li>Self-identity</li> <li>Personal beliefs and judgements</li> </ul>	<ul style="list-style-type: none"> <li>Respect for others</li> <li>Multiculturalism, race and religion prejudice</li> <li>LGBTQ+ bullying</li> <li>Positive change made by others</li> <li>Community projects/volunteering</li> </ul>	<ul style="list-style-type: none"> <li>Physical health</li> <li>Dental health</li> <li>Medicine, vaccination and immunisation</li> <li>Blood donation</li> <li>Stress triggers</li> <li>Substances and mood</li> </ul>	<ul style="list-style-type: none"> <li>Exploitation and substances</li> <li>Legislation and substances</li> <li>Alcohol and risky behaviour</li> <li>Personal space</li> <li>Accessing support/information about making healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Types of relationships</li> <li>Legal status of relationships</li> <li>Physical attraction</li> <li>Sexuality</li> <li>Pornography</li> <li>Sexting</li> </ul>	<ul style="list-style-type: none"> <li>Skills, qualifications, careers</li> <li>Money and happiness</li> <li>Budgeting</li> <li>Gambling issues and support</li> </ul>
<b>Knowledge organiser</b>	<ul style="list-style-type: none"> <li>KS3 Living in the Wider World Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Living in the Wider World Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Health and Wellbeing Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Health and Wellbeing Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS3 RSE Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 Living in the Wider World Knowledge Organiser</li> <li>PSHE Vocabulary Knowledge Organiser</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> <li>Quizzes used to informally assess student's knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>
<b>GCSE AO Link</b>						
<b>Homework</b>						
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Vocabulary Knowledge Organisers</li> <li>Keywords explained during lessons</li> <li>Topic specific knowledge organisers in books with topic key words</li> <li>Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, hangman etc.</li> </ul>					
<b>CEIAG</b>	Family Support Worker; Health and Social Care; Journalism; Teaching	Health and Social Care; Journalism; Counselling/Psychology/Therapy; Emergency Services	Nutritionist; Therapist; Psychologist; Medicine; Health and Social Care	Work in the Police/Emergency Services; Health and Social Care; Charity work/Raising awareness; Journalism	Family Support Worker; Health and Social Care; Medicine; Psychologist; Therapist	Business; Teaching; Charity work; Therapy; Psychology; Banking
<b>Enrichment</b>	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					