



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>Health &amp; Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health &amp; Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
<b>Content</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Knowledge organiser</b>	Year 8 Drugs and Alcohol	Year 8 Community and Careers	Year 8 Discrimination	Year 8 Emotional Wellbeing	Year 8 Identity and Relationships	Year 8 Digital Literacy
<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> <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>• 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> <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>• 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> <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>• 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> <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>• 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> <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>• 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> <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; Emergency services	Any and all jobs!	Work in emergency services; Health and Social Care; Charity work; Journalism; Public services	Health and social care; NHS; Counselling; Teaching; Psychology; Therapy	Health and social care; Teaching; Public services; IT services	Business; Teaching; IT; Emergency services
<b>Enrichment</b>	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					