



Academic Learning Plan  
Year 9 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 9 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>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyles</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Knowledge organiser</b>	Year 9 Peer Influence, Substance Use and Gangs	Year 9 Setting Goals	Year 9 Respectful Relationships	Year 9 Healthy Lifestyles	Year 9 Intimate Relationships	Year 9 Employability Skills
<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</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</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</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</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</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</li> </ul>

	termly in multiple choice assessments	termly in multiple choice assessments	termly in multiple choice assessments	termly in multiple choice assessments	termly in multiple choice assessments	termly in multiple choice assessments
<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>	Health and Social Care; Emergency Services; Teaching	Any career!	Psychologist; Medicine; Health and Social Care; Work in the Police/Emergency Services; Charity work; Teaching	Medicine; Health and Social Care; Work in the Police/Emergency Services	Health and Social Care; Emergency Services; Teaching	Any career!
<b>Enrichment</b>	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					