

# PERSONAL DEVELOPMENT



**ALDER**  
Community High School

YEAR 9

The changing nature of citizenship in the UK		
Autumn 1	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know that successful communities are respectful, resilient and inclusive</li><li>• To know how to analyse different views about our communities</li><li>• To know how to discuss issues to do with immigration</li><li>• To know that a Britain is religiously diverse and is majority Christian</li><li>• To know how British religious diversity is changing</li><li>• To know that British population is increasing due to higher immigration and people living longer</li><li>• To know how to discuss issues to do with population change</li><li>• To know that community cohesion means communities are strong and united</li><li>• To know how to increase community cohesion</li><li>• To know that your multiple identity is the different roles and ethnicities a person might have or be influenced by</li><li>• To know how to discuss issues to do with multiple identities</li></ul>	<b>Key Vocabulary</b>  Inclusion Ethnicity Migration Cohesion



## The development of rights

Autumn 2

### Knowledge

- To know that respect prevents discrimination and that the equality act law protects 9 characteristics from discrimination
- To know how to discuss issues to do with discrimination
- To know that the magna carta was one of the first written documents that outlined rights of citizens in the UK including establishing the rule of law
- To know how other documents have been developed to protect rights
- To know that political rights are the right to vote, assemble, protest and freedom of speech.
- To know how to exercise your political rights
- To know that the Chartists use petitions to campaign for political rights to extended to working class men
- To know how to evaluate the success of campaign methods
- To know that the suffragettes took direct action to get the franchise extended to Women
- To know how to evaluate the use of illegal campaign methods
- To know that basic rights at work include a minimum wage, fair breaks, holidays, sick pay and safety
- To know how rights at work are protected

### Key Vocabulary

Franchise  
Suffrage  
Petitions  
Citizenship



## Careers and Year 9 Options

Spring 1

### Knowledge

- To know that employers are looking for certain skills and I know what these skills are
- To know how to use information about what employers look for to make plans for my future
- To know that I have a network of support who can help make decisions about Year 9 options
- To know how to be positive, flexible and well prepared to make GCSE pathway choices
- To know that skills and qualities are important and can identify mine
- To know what a Curriculum Vitae is and what should go into it
- To know how to create a CV
- To know that there are different progression routes available after GCSE's and know what they are
- To know how to reflect on careers education and use it to help me to make decisions about my life.
- To know that it is important to research the careers available and what routes/ grades are needed to achieve these
- To know how to investigate the world of work and use the skills to help me plan my future
- To know what apprenticeships are and how they link to skills, interests, qualities and the future

### Key Vocabulary

Labour Market Information  
Employee  
Employer  
Curriculum vitae  
T Levels  
Apprenticeships  
Aspirational



SRE		
Spring 2	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know that there needs to be ground rules in SRE lessons</li><li>• To know how to apply the ground rules in discussion about SRE in PD lessons</li><li>• To know the concept of consent and the laws relating to it</li><li>• To know how to actively communicate and recognise consent</li><li>• To know the indicators of a healthy and unhealthy relationship</li><li>• To know how to safely form and maintain healthy relationships</li><li>• To know what CSE (Child sexual exploitation) is and the dangers</li><li>• To know how to get help if I have relationship/ consent/ CSE concerns</li><li>• To know how to minimise the risk of becoming a victim of CSE</li></ul>	<b>Key Vocabulary</b>  Consent Abuse Freedom Relationships Risks Capacity Choice CSE
	<b>How to help at home</b>  Careers and Work experience support available- <a href="#">Careers Education, Information, Advice and Guidance   Alder Community High School</a>	



## Health and wellbeing

Summer 1

### Knowledge

- To know the dangers of drinking alcohol in excess
- To know how to use this information to make good choices around alcohol in my own life
- To know the legal and personal implications of drug use
- To know how to use this information to make informed choices in my own life
- To know how to keep good mental health and ways to deal with anxiety
- To know how to apply these coping strategies in our own lives to keep us healthy
- To know about the health risks of tattoos and sun exposure
- To know how to use this information about tattoos/ sun beds/ sun exposure to make informed and healthy decisions in my life

### Key Vocabulary

Mental health  
Anxiety  
Responsibility  
Drug awareness  
Tattoos  
Sun exposure



## Living in the wider world

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer 2</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know what pride is, why it is celebrated and why it is important to celebrate and respect diversity</li> <li>• To know how to celebrate diversity and think about how we can support diversity in our school and the wider community</li> <li>• To know what qualities and behaviours we should expect in positive and healthy friendships</li> <li>• To know how to show these qualities to maintain positive and healthy friendships in my life</li> <li>• To know the history of diversity in Manchester</li> <li>• To know how to calculate tax rates and how this may impact me when I start employment</li> <li>• To know what different types of taxes are</li> <li>• To know how the history of Manchester impacts my identity</li> <li>• To know about different risky behaviours online and how they can affect a person's reputation</li> <li>• To know how to handle pressure to share things online</li> <li>• To know what hate crime is and how the law is applied differently to hate crime</li> <li>• To know the impact of hate crime and how to seek help if concerned about hate crime</li> <li>• To know ways to reduce risk and how to make risk assessments</li> <li>• To know how to use this information to make good choices around risk and keep myself safe</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Migration Inflation Interest Tax Hate crime Equality Genuine friendships Toxic friendships</p>
<p><b>How to help at home</b></p>	<p><b>Wellbeing support available-</b> <a href="#">Wellbeing Support   Alder Community High School</a></p>	



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