

Citizenship and Personal Development

**KS3 and KS4
Road map**

Year 11	Theme E: Taking Citizenship Action	Theme D: Power and Influence	Revision	
Year 10	Theme A: Living together in the UK	Theme B: Democracy at work in the UK	Theme C: Law and Justice	
Year 9	Crime and Justice	Sex and Relationship Education	Careers and Options	Send My Friend to School
Year 8	Democracy and Governance	Harmful Habits	Careers and LMI	Economic Skills
Year 7	Health and Wellbeing	British Values	Careers	Prejudice, Discrimination and Persecution

Year 7

Topic 1

Health and Wellbeing

The Health and Wellbeing topic seeks to build on the work by students in Key Stage Two with regard to health and personal hygiene and healthy relationships. For this reason, we study this topic following the students transition from Key Stage Two to Key Stage Three. The aim of the unit is to educate students on the changes that are beginning to take place in their life, such as the arrival of new friendships, puberty and further access to social media. By doing this we hope to equip students with the knowledge and skills to navigate the experiences and choices that come with these changes.

<p>Intent</p>	<ul style="list-style-type: none"> ● To support student transition from KS2 to KS3. ● To build upon previous learning at KS2. ● To educate students on ideas and concepts surrounding the topic of health and wellbeing. ● To encourage students to think about their physical, emotional and mental health. ● To equip students with the knowledge to make informed choices in their daily life. ● To help students build resilience. ● To improve students written and verbal communication skills ● To support students in development of the key citizenship education skills of analysis and evaluation. ● To encourage students to make reasoned judgements. ● To develop students self-reflection skills through the use of teacher, peer and self-assessment <p><u>Links to the curriculum:</u></p> <ul style="list-style-type: none"> ● KS2 PSHE National Curriculum ● Year 8 Personal Development – Harmful Habits ● Year 9 Personal Development – Sex and Relationships ● Year 10 and 11 Personal Development ● KS3 Food Curriculum ● KS3 Physical Education Curriculum ● KS3 Science Curriculum
<p>Implementation</p>	<p><u>Lessons:</u></p> <p>The unit is delivered through 10 lessons, which are:</p> <ul style="list-style-type: none"> ● Lesson 1 – Self Esteem ● Lesson 2 – Personal Hygiene ● Lesson 3 – Friends and Friendships ● Lesson 4 – Relationships ● Lessons 5 and 6 – Mental health ● Lesson 7 - Healthy Eating ● Lesson 8 – Living in a digital world ● Lessons 9 and 10 – Assessment <p><u>Resources:</u></p> <p>The resources used to deliver the lesson include:</p> <ul style="list-style-type: none"> ● Power-point presentations ● Audio-visual clips ● Supporting worksheets

Topic 2

British Values

This topic aims to lay the foundations for the rest of the student's studies of topics relating to Citizenship. We aim to look at what it is to be British in the 21st Century, by looking at how the country has developed to where it is now. We also aim to look at the key values that the British Government has identified as being fundamental to the open and tolerant society. We also aim to encourage the students to think about who they are, and what place they have in our society.

<p>Intent</p>	<ul style="list-style-type: none"> • To introduce students to the key British Values as defined by the UK Government • To introduce the concept of identity to students • To encourage students to think about their own identity • To encourage students to think about their own personal values • To further familiarise students with the geography of the UK • To educate students on the histories and cultures of the 4 nations of the UK • To introduce to legal efforts to protect citizens in the UK from discrimination • To improve student awareness of radicalisation and extremism • To equip students with the knowledge to make informed choices in their daily lives. • To further develop students written and verbal communication skills • To encourage students to analyse and evaluate key societal issues <p>Links to the curriculum</p> <ul style="list-style-type: none"> • Year 7 Personal Development – Stereotyping, Prejudice and Discrimination • Year 8 Personal Development – Democracy and Governance • Year 9 Personal Development – Crime and Justice • Careers education • Citizenship GCSE – Theme A – Living together in the UK • Citizenship GCSE – Theme B – Democracy at work in the UK • Citizenship GCSE – Theme C – Law and Justice • Citizenship GCSE – Theme D – Power and Influence • KS3 History Curriculum • KS3 Geography Curriculum • KS3 RE Curriculum
<p>Implementation</p>	<p><u>Lessons:</u></p> <p>The unit is delivered through 11 lessons, which are:</p> <ul style="list-style-type: none"> • Lesson 1: What are British Values? • Lesson 2: Celebrating a multi-cultural and diverse Britain • Lessons 3 and 4: Why are identities important to us? • Lesson 5: National identity • Lesson 6: British Values

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| | <ul style="list-style-type: none">• Lesson 7: The Equality Act 2010• Lessons 8, 9 and 10: Radicalisation and Extremism• Lesson 11: Assessment |
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Resources:

The resources used to deliver this unit include:

- Power-point presentations
- Audio-visual clips
- Supporting worksheets

Topic 3

Careers: Understanding Yourself

Building on the “Hot Jobs” tasks that students complete in forms, and the work that students have done identity in the last unit, students will begin to consider the features of jobs that they make like and dislike. They will do this using the Kudos careers software, which will then direct them towards some possible careers that correspond to the students personal preferences. This enables them to begin to explore the educational journey they may have pursue, alongside the skills and qualities that they may need.

<p>Intent</p>	<ul style="list-style-type: none"> ● To broach the subject of careers with students ● To encourage students to consider the meaning of the term “career” ● To build on previous discussions student may have had at KS2 about a future job. ● To encourage students to begin to the difference between a job and a career. ● To encourage students to reflect on their own likes and dislikes. ● To encourage students to reflect on their own skills and qualities. ● To begin to familiarise students with terms from the world of work. ● To introduce students to careers software. ● To use careers software to help students guide students towards suitable careers ● To encourage students to think about the appropriate educational journey for them <p>Links to the curriculum:</p> <ul style="list-style-type: none"> ● Year 7 Personal Development – British Values ● Year 8 Personal Development – Democracy and Governance ● Year 8 Personal Development – Careers and LMI ● Year 9 Personal Development – Crime and Justice ● Year 9 Personal Development - Options ● Year 10 and 11 Personal Development - Careers ● Citizenship GCSE – Theme A – Living together in the UK ● Citizenship GCSE – Theme B – Democracy at work in the UK ● Citizenship GCSE – Theme C – Law and Justice ● Citizenship GCSE – Theme D – Power and Influence
<p>Implementation</p>	<p><u>Lessons:</u> This unit is delivered in 3 lessons, which are:</p> <ul style="list-style-type: none"> ● Lesson 1: Decision making ● Lesson 2: Personal likes and dislikes about the world of work ● Lesson 3: Linking likes and dislikes to the world of work <p><u>Resources:</u> The resources used to deliver this unit include:</p> <ul style="list-style-type: none"> ● Power-point presentations ● Audio-visual clips ● Supporting worksheets ● Laptop computers ● Kudos careers software

Topic 4:

Stereotyping, Prejudice and Discrimination

Building on the ideas that were examined in the British Values unit, students will begin to examine the intolerances in society. The unit will ask why stereotyping exists in society, and how it can lead to prejudice and discrimination, if not fully questioned. In exploring prejudice and discrimination, students will look at historical and modern day examples, connecting with themes they may study in Key Stage 3 History. Having examined these examples, students will then explore efforts by the Government to try to tackle intolerance.

<p>Intent</p>	<ul style="list-style-type: none"> • To build upon the knowledge developed in the previous unit of British values. • To explore the issue of intolerance in society and around the world • To define the concept of stereotypes and to consider why they exist • To consider the impacts of stereotypes on people and society • To consider the issue of prejudice, and why people come to be prejudiced • To consider how prejudice can develop into discrimination and persecution. • To explore examples of discrimination in the modern world, and throughout history • To use popular culture to explore prejudice and discrimination and its effects • To consider how intolerance is combatted in society • To examine the development of human rights, and their importance in the modern world. • To be able to have knowledge of key human rights. • To equip students with the knowledge to make informed choices in their everyday life. • To allow students to develop their written and verbal communication skills, • To enable students to analyse and evaluate key societal issues. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development – Health and Wellbeing • Year 7 Personal Development – British Values • Year 8 Personal Development – Democracy and Governance • Year 9 Personal Development – Crime and Justice • Edexcel Citizenship GCSE – Theme A – Living together in the UK • Edexcel Citizenship GCSE – Theme C – Law and Justice • Edexcel Citizenship GCSE – Theme E – Taking Citizenship Action • KS3 History Curriculum • KS3 RE Curriculum • Eduqas History GCSE – The Development of Germany – 1919-1991 • Equqas History GCSE – USA: A Nation of Contrasts – 1910-1929 • Eduqas History GCSE – Elizabeth England – 1558-1603
<p>Implementation</p>	<p><u>Lessons:</u> This unit is delivered in 8 lessons, which are:</p>

- Lesson 1: Stereotypes
- Lesson 2: Prejudice
- Lesson 3, 4 and 5: Discrimination
- Lesson 6: How are people protected
- Lesson 7: What are human rights?
- Lesson 8: Assessment

Resources:

The resources used to deliver this unit include:

- Power point presentations
- Audio-visual clips
- Supporting worksheets
- Shrek DVD

Year 8

Topic 1

Democracy and Governance

Students begin their studies in Year 8 by examining the concept of democracy and how it works, in practice, in the United Kingdom. They will be introduced to Parliament, and look at the how the parts that comprise it function, pass key laws, and look to ensure that the Government is held to account. In understanding Parliament, the unit also examines the role of political parties, and seeks to give students knowledge of the basic beliefs of each party. They will then have the opportunity to design a political party that represents their ideals, and works to deal with issues that they feel need action in society.

Intent

- To examine a key British value
- To track the history of democracy in the United Kingdom
- To understand how democracy functions in the United Kingdom
- To look at the role of Parliament plays in the democracy of the United Kingdom
- To look at work of MPs in local and national governance.
- To introduce the term “scrutiny” and begin to understand its relation to democracy.
- To examine the role Parliament plays in the law-making process
- To have knowledge of the leadership and basic beliefs of the main political parties in the United Kingdom
- To consider how having a range of political parties helps to bring democracy to the United Kingdom.
- To have knowledge of some of the key roles in government and how they provide key services to our country
- To demonstrate and consolidate knowledge through creation of a political party.
- Identifying key issues in society that could be addressed through the creation of policies for the political party.
- Further developing skills of analysis and evaluation through discussion and debate.
- To further develop written and verbal communication skills.

Links to the curriculum

- Year 7 Personal Development – British Values
- Year 7 Personal Development - Careers
- Year 7 Personal Development – Stereotyping, Prejudice and Discrimination
- Year 8 Personal Development – Harmful Habits
- Year 8 Personal Development - Careers
- Year 8 Personal Development – Economic Skills
- Year 9 Personal Development – Crime and Justice
- KS3 History Curriculum
- KS3 Geography Curriculum
- KS3 RE Curriculum
- Edexcel GCSE Citizenship – Theme A – Living together in the UK
- Edexcel GCSE Citizenship – Theme B – Democracy at work in the UK
- Edexcel GCSE Citizenship – Theme C – Law and Justice
- Edexcel GCSE Citizenship – Theme D – Power and Influence
- Edexcel GCSE Citizenship – Theme E – Power and Influence
- Eduqas GCSE History – The Development of Germany – 1919-1991

	<ul style="list-style-type: none"> • Eduqas GCSE History – USA: A Nation of Contrasts – 1910-1929 • Eduqas GCSE History – Elizabethan England – 1558-1603 • Eduqas GCSE History – Crime and Punishment • AQA GCSE Geography – Challenges to the Human Environment • GCSE English Literature – Animal Farm
Implementation	<p><u>Lessons</u> This unit is delivered in 9 lessons, which are:</p> <ul style="list-style-type: none"> • Lesson 1: Magna Carta • Lesson 2: The Houses of Parliament • Lesson 3 and 4: Political Parties • Lessons 5: Government • Lesson 6: Work of the Government • Lesson 7 and 8: Create a political party • Lesson 9: Assessment <p><u>Resources</u> The resources used to deliver these lessons include:</p> <ul style="list-style-type: none"> • Lesson power-points • Audio-visual clips • Supporting worksheets

Topic 2

Harmful Habits

This unit looks to build upon the previous work that students have done on healthy living. In exploring harmful habits, students will examine different substances that considered harmful to physical, emotional and mental health. Students will identify different types of harmful substances, and consider the legal implications around their use. Building on this they will consider why these substances can be considered attractive to people, and then look at the personal and societal impacts of usage of them.

<p>Intent</p>	<ul style="list-style-type: none"> ● To examine student’s initial perceptions on drugs and alcohol ● To identify the reason why people choose to use harmful substances ● To consider the mental health implications of using harmful substances ● To identify different types of substances that are classified as drugs ● To identify the legal classifications of drugs ● To examine the law around the possession and use of drugs ● To use case studies of drug use to look at effects of drug use ● To consider the personal and societal impact of drug use ● To identify different types of alcohol ● To look at the alcoholic content of different types of alcoholic drinks ● To practically demonstrate the effects of alcohol on the senses ● To examine the long-term and short-term impacts of alcohol misuse ● To look at the chemical composition of a cigarette ● To consider the health long-term and short-term impacts of smoking ● To enable students to informed life choices with regards to harmful substances ● To further develop analysis and evaluation skills by examining the debate on the legalisation of cannabis <p>Links to the curriculum:</p> <ul style="list-style-type: none"> ● Year 7 Personal Development – Health and Wellbeing ● Year 7 Personal Development – Stereotyping, Prejudice and Discrimination ● Year 8 Personal Development – Democracy and Governance ● Year 8 Personal Development – Economic Skills ● Year 9 Personal Development – Crime and Justice ● Year 9 Personal Development – Relationship and Sex Education ● KS3 Science Curriculum ● Edexcel GCSE Citizenship – Democracy at work in the UK ● Edexcel GCSE Citizenship – Law and Justice ● Edexcel GCSE Citizenship – Taking Citizenship Action ● Eduqas GCSE History – Crime and Punishment
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Implementation	<p><u>Lessons:</u></p> <p>The unit is delivered in 7 lessons, which are:</p> <ul style="list-style-type: none">• Lesson 1 and 2: Drugs• Lesson 3: Alcohol misuse• Lesson 5: Smoking• Lesson 6 and 7: Assessment <p><u>Resources:</u></p> <p>The resources used to deliver these lessons include:</p> <ul style="list-style-type: none">• Power-point presentations• Audio-visual clips• Supporting worksheets• Sample alcohol bottles for research task in lesson 3• Drunk goggles for task in Lesson 3
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Topic 3

Careers: Understanding the Labour Market

In this unit, students will build on the work on preferences they did in Year 7, to begin to think about how certain jobs can be found in specific industries. They are also encouraged to which industry their specific skills may be appropriate. By looking at the labour market, students can begin to think about which careers are currently in demand, or are likely to be in demand in the future, to consider whether this is career path to follow.

Intent	<ul style="list-style-type: none"> • Know that jobs can be grouped into types of work and linked to an industry. • Be able to research a job to find out the basic labour market information • Be able to begin making career plans by identifying skills needed for future success • Research skills developed using online careers platform KUDOS. • Understand how labour market information can influence career decisions and provide opportunities.
Implementation	<p><u>Lessons:</u> This unit is delivered in 3 lessons, which are:</p> <ul style="list-style-type: none"> • Lesson 1: Understand work interest groups and job families • Lesson 2: Identify personal likes and dislikes of the world of work • Lesson 3: Linking likes and dislikes to careers <p><u>Resources:</u> The resources used to deliver these lessons include:</p> <ul style="list-style-type: none"> • Power-point presentations • Audio-visual clips • Supporting worksheets • Laptop computers • Kudos careers software

Topic 4

Economic skills

In aiming to prepare students for their future lives, it is important that they are equipped with skills to be able to use money responsibly and prudently. With this in mind, this unit looks to introduce students to the concept of budgeting, saving, investing and borrowing. In introducing these ideas, it is important that students understand the benefits and risks that come with. They will also look at their obligation to pay tax, and how the government uses this money to provide key services for society. The unit is then completed with building awareness of the potential hazards of gambling, and fraud and cyber-crime.

<p>Intent</p>	<ul style="list-style-type: none"> • To encourage students to begin to understand the value of money • To consider the importance of responsibility with money • To examine the benefits of being frugal with money, and planning its usage • To look at the benefits and risks associated with saving money • To examine different ways that people can save money • To consider the benefits and risks associated with investing money • To look at impacts of investing money on society • To identify differing reasons for borrowing money • To consider the different types of borrowing that are available • To evaluate the risk of borrowing • To examine the different types of taxation • To consider and evaluate the need for taxation • To identify the different uses of taxation • To consider the different arguments for government spending • To look at the concept of gambling • To consider why people choose to gamble • To examine different forms of gambling • To look at the personal and societal impacts of gambling • To identify different crimes relating to money • To consider why people may fall victim to these crimes • To understand ways in which people can protect themselves from these crimes • To further develop analysis and evaluation skills • To further develop written and verbal communication skills <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development – Health and Well-being • Year 7 Personal Development – British Values • Year 7 Personal Development – Careers • Year 8 Personal Development – Democracy and Governance • Year 8 Personal Development - Harmful Habits • Year 8 Personal Development – Careers • Year 9 Personal Development – Crime and Justice • KS3 History Curriculum • KS3 RE Curriculum
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	<ul style="list-style-type: none"> • KS3 Geography Curriculum • Edexcel GCSE Citizenship – Theme A – Living together in the UK • Edexcel GCSE Citizenship – Theme B – Democracy at work in the UK • Edexcel GCSE Citizenship – Theme C – Law and Justice • Edexcel GCSE Citizenship – Theme D – Power and Influence • Edexcel GCSE Citizenship – Theme E – Taking Citizenship Action • Eduqas GCSE History – Crime and Punishment • AQA GCSE Geography – Challenge to the Human Environment
Implementation	<p><u>Lessons</u> This unit is developed in 7 lesson which are: Lesson 1: Budgeting Lesson 2: Saving and investing Lesson 3: Borrowing Lesson 4: Taxation Lesson 5: Gambling Lesson 6: Protecting your money Lesson 7: Assessment</p> <p><u>Resources:</u> The resources use for this unit are:</p> <ul style="list-style-type: none"> • Power-point presentations • Audio-visual clips • Supporting worksheets • Young Money “Your Money Matters” worksheets

Year 9

Topic 1

Crime and Justice

Students have previously examined how laws are made, and some potential criminal activity linked to drugs and alcohol. In this unit they will look at why the law exists, and what it seeks to achieve in society. The unit also examines the role of the Criminal Justice and Youth Justice Systems, their role in society and the key differences between them. Students are also introduced to the key ideas behind punishment and asked to use these ideas to evaluate which strategies and punishments may be effective in reducing crime. In light of the increase of knife crime in society, the unit ends with a case study on the issue.

<p>Intent</p>	<ul style="list-style-type: none"> • To consider the importance of law in everyday life • To identify ways in which the law impacts our lives • To explain the reasons why people react to the law in different ways • To identify the different types of laws that exist in society • To look at the criminal age of responsibility • To consider the debates around the criminal age of responsibility • To identify ways in which the law treats young people differently • To examine the differences between criminal and civil law • To identify the different working roles in the justice system and to explain their importance to justice • To identify the rights that people have whilst in the justice system • To consider why we punish people • To examine the different forms of punishment in our society and the reasoning behind this punishment • To evaluate the success of the prison system • To identify different strategies for reducing crime • To explain how these strategies may be effective • To evaluate which strategies may be the most effective • To examine the issue of knife crime in society • To examine student and societal attitudes to knife crime • To look at a local study of knife crime • To consider why young people may choose to carry a knife • To identify strategies that might be successful in reducing knife crime • To further develop skills of analysis and evaluation • To further develop written and verbal communication skills
<p>Implementation</p>	<p><u>Lessons:</u> The unit is delivered in 8 lessons, which are:</p> <ul style="list-style-type: none"> • Lesson 1: Why do we have laws? • Lesson 2: Young people and the law • Lesson 3: The Justice System • Lesson 4: Punishment • Lesson 5: The Youth Justice System • Lesson 6: Reducing crime • Lesson 7: Crime case study • Lesson 8: Assessment

	<p><u>Resources:</u></p> <ul style="list-style-type: none">• Power-point presentations• Audio-visual clips• Supporting worksheets• Jermaine Jenas on Knife Crime documentary
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Topic 2

Relationship and Sex Education

Throughout Key Stage 3, students have look at what actions and attitudes are conducive to healthy lifestyles. This unit seeks to build upon work on healthy relationships in Year 7, to explore how students can identify healthy characteristics in relationships that may become sexual. In doing so they will examine the issue of consent, and when appropriate to engage in sexual relationships. They will also look at how contraception can play a role in healthy sexual relationships, and evaluate which types of contraceptive may be the most effective.

<p>Intent</p>	<ul style="list-style-type: none"> • To examine student’s prior knowledge and conception healthy relationships and sexual intercourse • To create a safe environment in the classroom to encourage discussion of the content • To examine age restrictions that exist for young people and to consider why these restrictions exist • To examine what is meant by the term “consent” • To explore the law surrounding the consent • To explore the importance of consent in a healthy relationship using scenarios. • To examine societal and personal attitudes with regards to when is the appropriate time to have sex in a relationship • To explore the characteristics of a healthy and unhealthy sexual relationships • To identify different types of contraception for both males and females • To explore the importance of using contraception • To evaluate the effectiveness of different forms of contraception • To explore the relationship between body image and healthy relationships • To consider how body image may impact mental health • To equip students with the knowledge to make informed choices with regards to healthy relationships • To enable students express their views on a the subject of healthy relationships • To further develop analysis and evaluation skills • To further develop written and communication skills <p>Links to the curriculum</p> <ul style="list-style-type: none"> • Year 7 Personal Development – Health and Wellbeing • Year 8 Personal Development – Democracy and Governance • Year 8 Personal Development – Harmful Habits • Year 9 Personal Development – Crime and Justice • KS3 RE Curriculum • KS3 Science Curriculum • Edexcel GCSE Citizenship – Theme C – Law and Justice • Edexcel GCSE Citizenship – Theme E – Taking Citizenship Action • Year 10 Personal Development – Relationship and Sex Education • Year 11 Personal Development – Relationship and Sex Education
<p>Implementation</p>	<p><u>Lessons</u> This unit is made up of 6 lessons:</p>

- Lesson 1: Introduction
- Lesson 2: Consent
- Lesson 3: When is the right time to have sex?
- Lesson 4: Contraception
- Lesson 5: Body image
- Lesson 6: Assessment

Resources:

The resources used in this unit are:

- Power-point presentations
- Supporting worksheets
- Audio-visual clips

Topic 3

Careers and Options

This unit builds on previous study by encouraging students to think about how the options that they take at GCSE can prepare them for certain career paths. Linking to this, students can begin to think about what path they could take following GCSE in terms of apprenticeships of further and higher education.

Intent	<ul style="list-style-type: none">• Learn about job roles linked to their favourite subjects.• Be able to identify favourite subjects and job roles related to these.• Be able to identify personal skills and development of these.• Research skills developed using online careers platform KUDOS.• Understand different qualifications, levels and pathways available so that students can begin to make informed and appropriate GCSE option decisions. <p>Links to the curriculum: Year 7 Personal Development – Careers Year 8 Personal Development – Democracy and Governance Year 8 Personal Development – Careers and LMI Year 9 Personal Development – Crime and Justice Year 10 and 11 Personal Development – Careers Edexcel GCSE Citizenship - Theme A - Living together in the UK Edexcel GCSE Citizenship - Theme B - Democracy in the UK Edexcel GCSE Citizenship - Theme C - Law and Justice Edexcel GCSE Citizenship - Theme D - Power and Influence Edexcel GCSE Citizenship - Theme E - Taking Citizenship Action</p>
Implementation	<p><u>Lessons:</u> This unit is comprised of 3 lessons: Lesson 1: Identifying career pathways Lesson 2: Qualifications Lesson 3: Developing skills</p> <p><u>Resources:</u> The resources used to deliver these lessons include:</p> <ul style="list-style-type: none">• Power-point presentations• Audio-visual clips• Supporting worksheets• Laptop computers• Kudos careers software

YEAR 10

Theme A

Living together in the UK

At the outset of their GCSE studies, students will examine the UK as it exists in the 21st Century. They will begin by looking how the UK population has changed over the past 100 years in terms of measures such as age, religion and ethnicity, and consider the factors which have contributed to this change.

They will then look at how these changes contribute to the concept of identity in the UK, and the efforts by successive government and campaign groups to protect key aspects of personal identity. Students will also consider the fundamental rights that exist to protect everyone, before looking at specific rights for workers and consumers.

The unit ends by introducing the key concept of Theme B, democracy, and examining how this works at the local level through the work of councils.

<p>Intent</p>	<ul style="list-style-type: none"> ● To introduce students to the key components of the Edexcel GCSE Citizenship course ● To build upon concepts and ideas explored at KS3, in particular: human rights, identity, stereotyping, prejudice and discrimination ● To build a foundation of knowledge to help understand the other themes of study in GCSE Citizenship ● To explore the context and development of 21st Century Britain ● To explore the concept of community and its importance in our society ● To examine the population of the UK, to explain how and it is changing, and to consider the impacts of these changes. ● To further explore the issue of identity and the social and political actions taken to protect it. ● To look at current and historical examples of intolerance ● To track the development over human rights throughout history and to consider the challenges to, and limits of, human rights in modern society ● To look at the role that local government plays in the functioning of a democratic society. ● To enable students to undertake independent research to develop their skills in preparation for Theme E. ● To prepare students for their final GCSE examinations. ● To introduce key aspects of exam technique to students. ● To develop exam technique through the use of practice questions, modelled answers and mock exam papers. ● To enable students to develop their exam technique through the use of teacher, self and peer assessment. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> ● Year 7 Personal Development – British Values ● Year 7 Personal Development – Stereotyping, Prejudice and Discrimination ● Year 8 Personal Development - Democracy and Governance ● GCSE Citizenship – Theme B – Democracy at work in the UK ● GCSE Citizenship – Theme C – Law and Justice ● GCSE Citizenship – Theme D – Power and Influence ● GCSE Citizenship – Theme E – Taking Citizenship Action
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	<ul style="list-style-type: none"> • Eduqas GCSE History – USA: A Nation of Contrasts – 1910-1929 • Eduqas GCSE History – The Development of Germany – 1919-1990 • AQA GCSE Geography – Challenges in the human environment
Implementation	<p><u>Lessons:</u></p> <p>Introduction to GCSE</p> <p>Key Question 1: How have communities developed in the UK? Lesson 1: What is a community? Lesson 2 and 3: How is the UK changing? Lesson 4 and 5: Migration and the UK Lesson 6: Respect and understanding</p> <p>Key Question 2: What is Identity? Lesson 7: Identity Lesson 8: Intolerance and Identity Lesson 9 and 10: Protecting Identity</p> <p>Key Question 3: What are democratic values and where do they come from? Lesson 11: What are rights? Lesson 12: What rights do we have? Lesson 13 and 14: What rights do workers have? Lesson 15: What rights do consumers have? Lesson 16: The limit of human rights</p> <p>Key Question 4: How does local democracy work? Lesson 17: How are councils elected? Lesson 18: How do councils work Lesson 18 and 19: Revision Lesson 20: End of Theme Test Paper</p> <p><u>Resources:</u> The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook Edexcel GCSE Specification – Theme A Power-point presentations Audio-visual clips Laptop computers</p> <p><u>Assessment</u> In-class assessment:</p>

	Use of practice exam questions End of Unit test – 40 marks – 50 minutes Formal examination Paper 1 – 80 marks – 1hr 45 minutes
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Theme B

Democracy at work in the UK

Building on democracy at the local level, students will examine democracy at the national level. Students will evaluate the most effective type of democracy, and voting system for the UK, and look in detail at how our electoral system works, with reference to political parties, campaigning, and key electoral rules. Having explored elections, the process of forming a government, and how the various people and bodies in Parliament ensure the government uses its power responsibly.

Students will then look outside of the Westminster Parliament to the various devolved assemblies and parliaments of the UK, and the debates surrounding the transfer of power to each nation, as well as the potential impact this impact may have on the future of the Union.

<p>Intent</p>	<ul style="list-style-type: none"> • To teach students GCSE Citizenship to the Edexcel specification • To build upon knowledge and concepts explored in KS3 and Theme A, particularly democracy, elections, parliament, scrutiny and local governance. • To give students an understanding of the democratic process in their own society, in order for them to make informed choices about their own participation. • To help develop students awareness of current affairs. • To explore the electoral system in our country, the alternatives to it, and the debates regarding its reform. • To identify the leadership, policies and support base of the main UK political parties. • To explore the election process and the formation of a government in the UK. • To explore the key characteristics of Parliament, and the role that the MPs and Peers play in its democratic functioning. • To explore the process of law-making and the various forms of scrutiny that take place in Parliament. • To examine the constitution of the UK, identify its sources, and compare it to the constitutions of other nations. • To examine the concept of devolution, the debate surrounding it and the impact it may have on the future of the UK. • To explore how the UK government controls national finances and the debates surrounding financial policy. • To further develop students independent research skills in preparation for Theme E. • To develop students exam technique through the use of practice questions, modelled answers and mock exam papers. • To refine exam technique through the use of teacher, peer and self-assessment. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development – British Values. • Year 8 Personal Development – Democracy and Governance. • Year 8 Personal Development – Harmful Habits. • Year 8 Personal Development – Economic Skills. • Year 9 Personal Development – Law and Justice • Edexcel GCSE Citizenship – Theme A – Living in the UK • Edexcel GCSE Citizenship – Theme C – Law and Justice
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	<ul style="list-style-type: none"> • Edexcel GCSE Citizenship – Theme D – Power and Influence • Edexcel GCSE Citizenship – Theme E – Taking Citizenship Action • Eduqas GCSE History – Crime and Punishment • Eduqas GCSE History – Elizabethan England – 1558-1603 • Eduqas GCSE History – The Development of Germany – 1919-1991 • Eduqas GCSE History – USA: A Nation of Contrasts – 1910 – 1929 • GCSE English Literature – Animal Farm
Implementation	<p><u>Lessons:</u></p> <p>Key Question 1: Who runs the country Lesson 1 and 2: Political Parties Lesson 3 and 4: How democratic is the UK? Lesson 4 and 5: Forming a government</p> <p>Key Question 2: How does Parliament work? Lesson 6 and 7: The workings of Parliament Lesson: 8 and 9: Making Laws Lesson 10: The UK Constitution</p> <p>Key Question 3: How is power shared between the UK and devolved administrations? Lesson 11: The history and traditions of the home nations Lesson 12 and 13: Devolution</p> <p>Key Question 4: How does the government manage public money? Lesson 14, 15 and 16: Government spending and taxation Lesson 17 and 18: Revision Lesson 19: End of Theme Test Paper</p> <p><u>Resources:</u></p> <p>The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook Edexcel GCSE Specification – Theme B Power-point presentations Audio-visual clips</p> <p><u>Assessment</u></p> <p>In-class assessment: Practice exam questions End of unit test – 40 marks – 50 minutes</p> <p>Formal examination Paper 1 – 80 marks – 1hr 45 minutes</p>

Theme C:

Law and Justice

Theme C is the final theme studied in Year 10, and looks at the role of law and justice in our society. It explores the importance of laws in a democracy, and the fundamental principles that underpin those law, such as the rule of law, presumed innocence and equality. The theme will identify how the justice system functions in two distinctive parts: civil and criminal law, and the people, courts and rules that exist in these branches.

In the later parts of the theme, students will investigate the prevalence of crime in society, the accuracy of crime statistics and the factors that may lead to increases and decreases of crime in society.

<p>Intent</p>	<ul style="list-style-type: none"> • To teach students GCSE Citizenship to the Edexcel specification • To build upon knowledge gained in KS3 and Theme A and B • To give students an awareness of the law, crime, justice and legal rights in order to allow them to make informed choices in their future. • To help develop students knowledge of current affairs. • To examine the role of law in our society, and its impacts on the actions of citizens. • To identify the key sources of law in our society, and the principles behind our laws. • To identify the differences between criminal and civil law, including purpose, punishment and how they are administered. • To explain the roles of professionals and citizens in our legal system, and the benefits of involving lay people in the legal process. • To examine the powers of the police force and the rights that people have on arrest. • To identify the various courts that operate in the UK and explain their purpose and function. • To identify the key characteristics of the Youth Justice System, its functions and the debates regarding its existence. • To consider why the impact of crime on society and the reasons for its existence. • To examine statistics on a local and national level to explain their patterns, and evaluate their accuracy. • To explore efforts by citizens, law enforcement and government to reduce crime. • To have knowledge of punishments in our society, and the theories behind the use of those punishments. • To develop independent research skills in preparation for Theme E • To develop exam technique through the use of practice exam questions, modelled answers and mock exam papers. • To refine exam technique through the use of teacher, peer and self-assessment. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development – British Values • Year 8 Personal Development – Democracy and Governance
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	<ul style="list-style-type: none"> • Year 8 Personal Development – Harmful Habits • Year 9 Personal Development – Law and Justice • Edexcel GCSE Citizenship – Theme A: Living in the UK • Edexcel GCSE Citizenship – Theme B - Democracy at work in the UK • Edexcel GCSE Citizenship – Theme D – Power and Influence • Edexcel GCSE Citizenship – Theme E – Taking Citizenship Action • Eduqas GCSE History – Crime and Punishment
Implementation	<p><u>Lessons:</u></p> <p>Key Question 1: What is the law and how does it affect us? Lesson 1 and 2: Law in everyday life Lesson 3 and 4: What is law?</p> <p>Key Question 2: How does the justice system work? Lesson 5 and 6: Criminal and Civil Law Lesson: 7 and 8: The justice system in England and Wales Lesson 9 and 10: Courts and tribunals Lesson 11 and 12: The Youth Justice System</p> <p>Key Question 3: Is crime rising in society? Lesson 13 and 14: Crime rates Lesson 15 and 16: Reducing crime Lesson 17 and 18: Revision Lesson 19: End of Theme Test Paper</p> <p><u>Resources:</u></p> <p>The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook Edexcel GCSE Specification – Theme C Power-point presentations Audio-visual clips Laptop Computers</p> <p><u>Assessment:</u></p> <p>Practice exam questions End of unit test – 40 marks – 50 minutes</p> <p>Formal examination: Paper 1 – 80 marks – 1hr 45 minutes</p>

Year 11

Theme E

Taking Citizenship Action

As part of their Citizenship Studies at GCSE, students must demonstrate that they are able to apply the knowledge that they have gained. They are therefore required to work with other students to identify an issue that affects society, research that issue, and plan and carry out an action to address this issue.

Having carried out the action, students will evaluate the various stages of it, as well as its overall success, and use these evaluations to inform their responses to questions in Section A of Paper 2.

<p>Intent</p>	<ul style="list-style-type: none"> • To identify an issue in society that students contribute some action towards bringing change • To develop collaborative skills through working in a team • To encourage students to work within a specific role within a team • To develop independent working skills • To undertake primary and secondary research to improve knowledge on issue, and highlight an area in which action can be taken • To evaluate and understand the importance of undertaking research in order to plan towards a successful action. • To create an action that has realistic, measurable goals • To further develop time management skills • To develop resources that support the communication of a key message • To carry out action in school or in the local community • To evaluate the success of the action. • To consider how the action could have been carried out differently to achieve greater success • To develop exam technique through the use of practice exam questions • To refine exam technique with the use of teacher, peer or self assessment. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development - Health and Wellbeing • Year 7 Personal Development – British Values • Year 7 Personal Development – Careers • Year 7 Personal Development – Stereotyping, Prejudice and Discrimination • Year 8 Personal Development – Democracy and Governance • Year 8 Personal Development – Harmful Habits • Year 8 Personal Development – Economic Skills • Year 9 Personal Development – Crime and Justice • Year 9 Personal Development – Relationship and Sex Education • Year 9 Personal Development – Send My Friend To School • Edexcel GCSE Citizenship – Theme A – Living Together In The UK • Edexcel GCSE Citizenship – Theme B – Democracy in the UK • Edexcel GCSE Citizenship – Theme C – Law and Justice
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	<ul style="list-style-type: none"> • Edexcel GCSE Citizenship – Theme D – Power and Influence
Implementation	<p><u>Lessons:</u></p> <p>Lesson 1: Introduction to Theme E Lesson 2: Identifying an issue Lesson 3, 4 and 5: Secondary research Lesson 6 and 7: Primary research Lesson 8 – 12: Preparing a Citizenship Action Lesson 13 and 14: Evaluating Citizenship Action</p> <p>Resources:</p> <p>The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook Theme E Guidance booklets Theme E work booklets Laptop Computers</p>

Theme D:

Power and Influence

The final part of the GCSE taught course is Theme D. This asks students to first look at how people can have influence at the local and national level. It examines the work of campaign groups, charities and trade unions and the impact that these have on our society.

Students will then look at the role of the media in a democratic society, to consider whether it is right to place restrictions on the media, and where this has been done what guidelines are in place. Students will also look at what factors affect the messages that media seeks to communicate, and cases in which media action has led to government to make changes to policy.

Finally, students examine the role of the UK in the wider world, and the level of influence it has. This is done by examining the international organisations it is a member of, its power inside these organisations, and its efforts to bring about peace in today's world.

<p>Intent</p>	<ul style="list-style-type: none"> • To teach GCSE Citizenship to the Edexcel specification • To build upon previous knowledge from KS3 and Themes A, B, C and D. • To give students an understanding of the role of the media and key international organisations to help them make informed choices about media usage and political debates. • To help develop student’s knowledge of current affairs. • To examine why people choose to involve themselves in community actions, as well as some of the barriers to this action. • To identify the ways in which people can take political action, and some examples of political action in today’s society • To explain why people choose not to participate in democracy and the efforts to improve people’s engagement with the democratic process. • To examine the work of charity groups and voluntary organisations in society, and the benefits of their actions. • To explain the role of the media and how it has evolved over time. • To identify bias in the media and to explain why this bias exists. • To examine how the media holds government and those with positions of responsibility to account. • To examine how the media is held to account, and the debates surrounding the extent of this process. • To identify ways in which the media influences society. • To explain the UK’s role in functioning of international organisations and the advantages and disadvantages of this membership. • To identify different ways in which the UK seeks to keep peace in today’s world. • To give examples of different ways in which the UK supports those who suffered due to conflict and natural disaster. • To develop student’s exam technique through the use of practice exam questions, modelled answers and mock exam papers. • To refine exam technique through the use of teacher, peer and self assessment. <p>Links to the curriculum:</p> <ul style="list-style-type: none"> • Year 7 Personal Development – British Values
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	<ul style="list-style-type: none"> • Year 8 Personal Development – Democracy and Justice • KS3 History Curriculum • KS3 RE Curriculum • KS3 Geography Curriculum • Edexcel GCSE Citizenship – Theme A – Living together in the UK • Edexcel GCSE Citizenship – Theme B – Democracy in the UK • Edexcel GCSE Citizenship – Theme C – Law and Justice • Edexcel GCSE Citizenship – Theme E – Taking Citizenship Action • Eduqas GCSE History – Development of Germany – 1919-1991
Implementation	<p><u>Lessons:</u></p> <p>Key Question 1: What power and influence can citizens have? Lesson 1 and 2: Citizen participation in society Lesson 3 and 4: Political action Lesson 5 and 6: Democracy Lesson 7 and 8: The role of groups and organisations in society</p> <p>Key Question 2: What role and influence should the media have? Lesson 9: What is the media? Lesson 10 and 11: Media bias Lesson 12 and 13: Media influence</p> <p>Key Question 3: Does the UK have power and influence in the wider world? Lesson 14: The European Union Lesson 15 and 16: The Commonwealth and NATO Lesson 17: The United Nations Lesson 18 and 19: Other International organisations Lesson 20 and 21: Revision Lesson 22: End of Theme test paper</p> <p><u>Resources:</u> The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook Edexcel GCSE Specification – Theme D Power-point presentations Audio-visual clips</p> <p><u>Assessment:</u> In-class assessment Practice exam questions End of unit test – 40 marks – 50 minutes</p>

	Formal examination Paper 2 – 80 marks – 1hr 45 minutes
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Revision

Having completed the taught course, Year 11 students will spend the final two terms of their Citizenship studies looking to prepare for their final exams. This process is initially started by the carrying out of a gap analysis, which identifies areas where students knowledge may be weak. This gap analysis will then inform that areas of the specification that need more emphasis during the revision process.

In-class revision is fundamental to exam preparation, but students also need to revise outside of lessons, this supported by a series of revision activities booklets which are designed to be completed independently, at home, and in after-school revision sessions.

Only one aspect of the GCSE course still needs completion during the revision time-frame and this is the group citizenship action.

<p>Intent</p>	<ul style="list-style-type: none"> • To prepare students for examination in summer • To consolidate knowledge from previous learning • To identify and correct misconceptions • To identify gaps in the knowledge of students • To further refine the exam technique of students <p>Links to curriculum:</p> <ul style="list-style-type: none"> - Theme A: Living together in the UK - Theme B: Democracy in the UK - Theme C: Law and Justice - Theme D: Power and Influence - Theme E: Taking Citizenship Action
<p>Implementation</p>	<p><u>Lessons:</u></p> <p>Lessons 1 and 2: Gap analysis Lessons 3 – 12: Theme A revision Lessons 13- 22 – Theme B revision Lessons 23 – 32 - Theme C revision Lessons 33 – 42 – Theme D Revision Lessons 43 – 48 – Theme E Revision</p> <p><u>Resources:</u></p> <p>The resources used to deliver these lessons include: Collins Citizenship Today textbook Collins Citizenship Today Teacher Handbook GCSE Citizenship revision guides GCSE Citizenship revision activity booklets Edexcel Past Papers Edexcel GCSE Specifications – Theme A-D Power-point presentations Audio-visual clips</p> <p><u>Assessment</u></p> <p>Gap analysis to inform revision content Practice exam questions End or Unit revision tests – 40 marks – 50 minutes Use of past papers – 80 marks – 1hr 45 minutes</p> <p>Formal examination Paper 1 – 80 marks – 1hr 45 minutes Paper 2 – 80 marks – 1hr 45 minutes</p>