

Overview of Citizenship across Key Stages 3 and 4 2017-18

'A high-quality citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions'.

Aims

The national curriculum for citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Citizenship is delivered across all subject areas, with the Humanities Faculty overseeing the provision within History and Geography.

Subject content**Key stage 3:**

‘Teaching should develop students’ understanding of democracy, government and the rights and responsibilities of citizens. Students should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’.

Students should be taught about:

Concept	History	Geography	RE	Maths	PE	Performing Arts	English	Computing	Other
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	Year 7: The Magna Carta and the development of Civic Rights; Year 8: the importance of the vote, the Reform Act and Year 9: the role of women and universal suffrage.						English - a number of literary and non-literary sources in English require students to engage with contextual and contemporary issues related to citizenship topics. Students are exposed to these miscellaneous ideas and topics throughout key stages 3 and 4. Discussion and debate mean that students are expected to express informed opinions about those issues that emerge through the study of English.	Rights and Responsibilities: students sign the College’s Acceptable Use Policy for use of the computers and of the internet. Students discuss this and go through this each year with their Computing teacher as part of their lessons. The Home-School Agreement is also a contract that students and parents/carers sign.	All years: Youth Parliament Elections.
The operation of Parliament, including voting and elections, and the role of political parties activities	Year 9: comparing Democracy and Dictatorship.								All years: Youth Parliament Elections - working alongside BANES; School Council and the School Senate; tutor representatives.
The precious liberties enjoyed by the citizens of the United Kingdom	Year 9: comparison of UK and US civil rights.	Year 7: The British Isles and Multi-Cultural Britain; Year 8: The European Union. Britishness.							
The nature of rules and laws and the justice system, including the role of the police and the						Year 9: Students explore the justice system through a mock trial based around a murder within the local			

operation of courts and tribunals						community; students also look at the role of the police through the topic of 'Drugs and Joyriding'.			
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities			Year 9: Christian responsibility.						All years: Youth Parliament Elections; School Council and the School Senate; tutor representatives.
The functions and uses of money, the importance and practice of budgeting, and managing risk	Year 9: inflation and economics in 1920s Germany.			Year 7: Planning a disco project; Year 8: Comparing mobile phone tariffs project; Year 9: The cost of going to Glastonbury Festival project.					

Key stage 4:

Teaching should build on the key stage 3 programme of study to deepen students' understanding of democracy, government and the rights and responsibilities of citizens. Students should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Students should be taught about:

Concepts	History	Geography	RE	Maths	PE	Performing Arts	English	Computing	Other
Parliamentary democracy and the	Year 10: indirectly, via comparison with							Rights and Responsibilities:	

key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	United States of America.							students sign the College's Acceptable Use Policy for use of the computers and of the internet. Students discuss this and go through this each year with their Computing teacher as part of their lessons. The Home-School Agreement is also a contract that students and parents/carers sign.	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond									All years: Youth Parliament Elections; School Council and the School Senate; tutor representatives.
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	Year 10: Federal system of government in the United States of America.								
Local, regional and international governance and the United Kingdom's relations with the rest							Years 10 & 11: Various literary texts engaging with postcolonial context.		Years 9-12: Model United Nations Debate.

of Europe, the Commonwealth, the United Nations and the wider world.									
Human rights and international law	Year 11: History of Medicine – medical experimentation, organ donation/harvesting, ethics (to include Year 10 visit to The Doctor’s Show).								
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.			Year 10: Community cohesion module; Racial Discrimination Act; Equal Pay and Conditions; Changes to Divorce Laws.				Years 10 & 11: Miscellaneous debates on contemporary issues; Poetry texts engaging with issues of homelessness, including the position of authorities.		
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	Year 10: Black & British, 1950s to today.	Year 10 Multi-Cultural Britain and Challenges in the Built Environment; Polish-UK Migration.	Year 10: Community cohesion – multi-ethnic and multi-faith societies, ways in which the government promotes racial harmony.						
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to					Years 10 & 11: Some students participate in the Junior Sports Leaders				Youth Parliament Elections; School Council and the School Senate; tutor representatives.

<p>participate actively in community volunteering, as well as other forms of responsible activity</p>					<p>Award (JSLA) scheme, whereby they volunteer at inter and intra-sports events and help with primary school festivals.</p>				
<p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>				<p>Year 10: Comparing simple and compound interest, VAT, methods of is data collection, bias in samples, difference in</p> <p>Year 11: 'Rich Aunt' project - when to use different averages for comparing credit cards.</p>					