

CITIZENSHIP

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| Curriculum Intent | The Citizenship and PSHE curriculum at Salford City Academy aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Content is informed by student voice; such as the request for knowledge relating to managing future financial decisions. |
| KS3 Curriculum | KS3 themes are directly drawn from GCSE Specification. Chosen to not only build a foundation that prepares students for KS4 Citizenship and the wider world, but also meets the new PSHE and RSE statutory guidance. |
| KS4 Curriculum | The KS4 curriculum follows Edexcel Citizenship, each theme is delivered chronologically, with Power and Influence interleaved throughout the course. PSHE/RSE is also taught in Year 10. |

| Year Group | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| 7 | Content | Democracy and government <ul style="list-style-type: none"> Democratic Principles SCA School Council elections (2 lessons) Introduction to Parliament Political Parties and The roles of the cabinet | | Social Responsibility and relationships <ul style="list-style-type: none"> Rights and liberties in society The story and development of Human Rights The fight for equality; sexuality, gender, race and disability Types of relationships, marriage/civil partnerships Unhealthy relationships and domestic violence | | Relationships: <ul style="list-style-type: none"> Consent Roles and responsibilities of parents Drugs and Alcohol <ul style="list-style-type: none"> The Law relating to the supply and possession of illegal substances Physical and psychological risks of drug taking and the impact on others Smoking, costs and impacts. Alcohol – alcoholism, binge drinking and responsible drinking and the impact on loved ones | |
| 8 | Content | Communities and Culture <ul style="list-style-type: none"> Identity and culture Cultural and religious differences Respect in the community Equality and protected characteristics Radicalisation | | CEIAG (Careers Education, Information, Advice and Guidance) <ul style="list-style-type: none"> Interests and skills Different types of employment Career market and pathways information Progression routes; college and university Progression routes; apprenticeships, traineeships and workplace training Soft skills (interview skills, confidence building) | | Being Safe personally, online & media <ul style="list-style-type: none"> The law relating to consent, including the sharing of personal images The impact of harmful content online and in media Law relating to: <ul style="list-style-type: none"> sexual consent and exploitation abuse and grooming Forced and arranged marriage FGM and Honour based violence | |
| 9 | Content | Law & Justice <ul style="list-style-type: none"> The UK's approach to criminals Components of the British CJS and their effectiveness Types of sentences and their effectiveness Punitive V Restorative – what's the answer? Patterns of crime; locally and nationally Youth justice The UK's place in the world - The UK and its relationships with: <ul style="list-style-type: none"> The Commonwealth EU UN | | Power and Politics <ul style="list-style-type: none"> A brief history of British politics Political Parties overview Roles within parliament and government Voting including voting systems | The role and influence of the media <ul style="list-style-type: none"> How the media affects voting The role of the media IPSO The need for a free press Rights and responsibility of the media | Preparing for the Future <ul style="list-style-type: none"> Functions and use of money Budgeting and managing risk Understanding financial terms; credit and debt Financial risks and rewards; investments Student loans How public money is raised and spent. | Relationships, Sex Education & Media <ul style="list-style-type: none"> Consent and sexual relationships Reproductive health, miscarriage and fertility. Contraception STI's Dangers of sexually explicit material including the law around sharing of sexual images. Characteristics of positive romantic relationships |

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| 10 | Content | <p><u>How have communities developed in the UK:</u></p> <ul style="list-style-type: none"> • The Changing UK Population • Migration and its impact • Respect and Understanding • Rights and responsibilities; <i>Global issues and human rights: balancing rights and responsibilities in conflict situations</i> | <p><u>Identity</u> Democratic values and principles and their origin</p> <ul style="list-style-type: none"> • Development of Human Rights • Democratic rights, duties and values • Local Democracy | <p>Who runs the country:</p> <ul style="list-style-type: none"> • Parties & Candidates • Elections and voting systems • Forming and organising the work of the government <p>How does parliament work</p> <ul style="list-style-type: none"> • The roles within parliament • Making and shaping law | <ul style="list-style-type: none"> • <i>The role of international law in conflict situations to limit the effects of armed conflict on civilians and how international humanitarian law establishes the rules of war.</i> • The British constitution • Taxation and government spending <p>Power and influence of citizens</p> <ul style="list-style-type: none"> • Citizen Participation in politics & society • The role of groups and organisations in democratic society | <p><u>Taking Citizenship Action</u></p> <ol style="list-style-type: none"> 1. Identify an issue, form a team and carry out initial (secondary) research 2. Primary research 3. Explore a variety of views on the topic 4. Plan and Undertake action | <p>Relationships, Sex Education & Media</p> <ul style="list-style-type: none"> • How alcohol and drugs can lead to risky sexual behaviour • Choices in pregnancy; Adoption and abortion. • Sexual exploitation and risk. • Sexual consent, exploitation, abuse, grooming and rape. |
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