

Year: 9

Subject: Citizenship

Overarching Topic: Citizens and the Law & Social justice		
What has come before and what comes later:	In Key stage 3 students have built upon their knowledge and understanding and skills to equip them for opportunities and challenges of life. They have explored how to manage diverse relationships, their online lives and the increasing influence of peers and the media. During the course of year 10 they will further develop their knowledge and understanding of human rights, how religion can impact work and relationships, government spending, mental health and they will develop a greater understanding of risks they can be exposed to in order to make informed decisions in the future.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • How have citizens' rights developed and changed over time? • What are trade unions? • What crimes are committed in the UK? • What are the different punishments for crime? • What are universal human rights? • What are the roles of the citizen in the justice system? • How can people change the law? • What could be the legal consequences of drugs and alcohol, violent crime and gangs? • What is social justice? • What is religious freedom? • How are the poor exploited? • What are the Christian and Buddhist teachings about wealth? 	<ul style="list-style-type: none"> • What factors affect our rights? • What responsibilities come with rights? • What role does religious freedom play in society?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Use a range of research skills • How to make persuasive arguments • How to substantiate their conclusions 	Students will participate in class discussions, demonstrating their ability to make persuasive arguments

Year: 9

Subject: Citizenship

		Students will participate in a formal debate demonstrating their oral communication
Overarching Topic: SRE		
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	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What are the characteristics & benefits of strong, positive relationships? • What are the indicators of an unhealthy relationship? • What are the legal rights, responsibilities and protections provided by the Equality Act 2010? • How can faith, beliefs & cultural practices impact relationships? • Why are Roman Catholics against homosexual relationships? • Explain Buddhist beliefs regarding homosexual relationships • What is the preferred family structure? • What does the quote procreate and replicate mean? • How can we recognise unwanted attention & what help is available? • What is consent? • How can factors such as drugs and alcohol impact choices & sexual behaviour? • What forms of contraception are available? • What is the current legal position on abortion? 	<ul style="list-style-type: none"> • How can we recognise coercive control? • How can social media impact our relationships? • How can we ensure our behaviours have a positive impact on our peers?

Year: 9

Subject: Citizenship

	<ul style="list-style-type: none"> • What is coercive control? • What is the law relating to 'honour' based violence & forced marriage? • What ways can our behaviours influence our peers? • What factors can contribute to young people becoming involved in serious organised crime, including cyber crime? 	
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Evaluate information to assist their ability to make informed decisions • Analyse information to recognise how decisions made can impact outcomes • Verbal communication • Skills to help manage diverse relationships 	<ul style="list-style-type: none"> • Students will analyse case studies and make recommendations for changes • Explore events and identify what actions/decisions triggered the consequences seen • Role play situations to rehearse ways they can remove themselves safely from difficult situations
Overarching Topic: Health & well-being 1		
What has come before and what comes later:	In Key stage 3 students have built upon their knowledge and understanding and skills to equip them for opportunities and challenges of life. They have explored how to manage diverse relationships, their online lives and the increasing influence of peers and the media. During the course of year 10 they will further develop their knowledge and understanding of human rights, how religion can impact work and relationships, government spending, mental health and they will develop a greater understanding of risks they can be exposed to in order to make informed decisions in the future.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What are the characteristics of mental and emotional health? • How can daily actions affect people's mental health? • How does change impact on mental health and wellbeing? • When might we need emotional support? 	<ul style="list-style-type: none"> • What are the differences and possible links between stress, anxiety and depression? • What are the potential advantages and disadvantages of different treatments? • Can we reduce our chances of suffering from mental and emotional health issues?

Year: 9

Subject: Citizenship

	<ul style="list-style-type: none"> • What strategies can we use to promote our own emotional wellbeing • How can we manage mental health concerns? • What are the warning signs of common mental and emotional health concerns (including stress, anxiety and depression)? • What might trigger mental health issues? • What help or treatment is available? • What is the purpose of meditation? • What is samartha meditation? • What is vipassana meditation? 	
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Empathy • Relaxation techniques • Verbal communication • Mutual respect • Active listening 	<ul style="list-style-type: none"> • Students will be given time to try relaxation techniques such as meditation and breathing techniques • Students will analyse and evaluate their own lifestyles to identify areas requiring development/positive changes • Students will be given the opportunity to share worries and concerns verbally or in written form
Overarching Topic: Political Power in the UK & beyond		
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	Core	Extension
The Big Questions	<ul style="list-style-type: none"> • What is democracy? • What is the British constitution? 	<ul style="list-style-type: none"> • What advantages and disadvantages do different electoral systems have?

Year: 9

Subject: Citizenship

(What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What is local government? • How do elections work? • Where does the government get its money from? • How does the government spend its money? • What different electoral systems are used in the UK and abroad? • What are the executive, the legislature and the judiciary? • What is a bicameral parliament? • What are the major parties in the UK? • How does parliament work? 	<ul style="list-style-type: none"> • How have the political parties evolved over time? • What affect has parliament had on our current lives?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Evaluate and analyse different political parties • Verbal communication • Persuasive arguments • How to substantiate their conclusions • Teamwork 	<ul style="list-style-type: none"> • Students will run a mock election, working together to form their own political parties • Students will analyse information on different political parties and form judgements • Students will take on different roles and responsibilities in their political parties & campaign
Overarching Topic: Health & well-being 2 – managing risk		
What has come before and what comes later:	In Key stage 3 students have built upon their knowledge and understanding and skills to equip them for opportunities and challenges of life. They have explored how to manage diverse relationships, their online lives and the increasing influence of peers and the media. During the course of year 10 they will further develop their knowledge and understanding of human rights, how religion can impact work and relationships, government spending, mental health and they will develop a greater understanding of risks they can be exposed to in order to make informed decisions in the future.	
	Core	Extension
The Big Questions	<ul style="list-style-type: none"> • How can we identify risk? • What risks can we be exposed to? • How can we manage our personal safety? 	<ul style="list-style-type: none"> • How can we safely assist our peers in risky situations? • What situations increase the risks we expose ourselves to?

Year: 9

Subject: Citizenship

(What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none">• How can we manage our personal safety in new social settings, workplaces, and environments, including online?• What strategies can we use to identify risky and emergency situations, including online?• How can we manage risky situations?• How can we get appropriate help?• How can fertility vary between people?• What impact does age have on fertility?• What is a miscarriage?• What help is available for pregnancy related issues?• How can we assist in first aid situations?• How can we safely use a defibrillator?	
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none">• Problem solving• Decision making• Evaluate and analyse information• Identify cause and effect	<ul style="list-style-type: none">• Students will explore case studies• They will evaluate examples of young people who have faced risky situations and consider how they could have changed their outcomes?• They will rehearse situations and develop problem solving skills

Year: 9

Subject: Citizenship

Overarching Topic: Wider world – financial choices		
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	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • How can we effectively budget? • What are the benefits of saving? • How can we effectively make financial decisions? • What opportunities and challenges are involved in taking financial risks? • What influences our financial decisions? • How can we appropriately gain support for financial decision-making and for concerns relating to money, gambling, and consumer rights? • What support is available for financial exploitation in different contexts including online? • How can we evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts • How can we build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms? • How can we access support for ourselves or others? 	<ul style="list-style-type: none"> • How does the pathways we choose impact the financial decisions we need to make? • How does the online world open up potential financial opportunities and issues?
	Skill/Technique	How students will develop and demonstrate this

Year: 9

Subject: Citizenship

Key skills	<ul style="list-style-type: none">• Mathematics• Budgeting• Decision making	<ul style="list-style-type: none">• Students will experience buying on a budget• Students will explore the different financial decisions we make in life• Students will take part in activities/games that force them to make decisions about their money• Evaluate the impact gambling can have on people• Explore examples of young people and adults who have been affected by gambling• Explore the money made by gambling companies – who is the real winner?
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