

Year: 9

Subject: Citizenship

| Autumn Term 1 | | |
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| Overarching Topic: Parliamentary Democracy Part 2 | | |
| What has come before and what comes later: | In year 8 students will have explored the impact bullying can have, developing their understanding of resilience. They will have developed an understanding of legal and illegal substances and understand the link between drugs, knife crime and gang culture. They will have explored political systems in the UK focusing on the different political parties. They will now further develop their knowledge of democracy, looking at how laws are made? | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • What are the advantages and disadvantages of a democratic society? • How effective is the voting system in the UK? • Should 16-year-olds be given the vote? • What does an MP do? • What happens in the House of Commons? • What laws govern the UK? • How does parliament make laws? • What is the House of Lords? • What is lobbying and pressure groups? • How does government work? | <ul style="list-style-type: none"> • What is the royal assent? • What impact does democracy have on us citizens? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Discussing in an articulate and skillful manner • Debating formally • Persuasive arguments • Active listening | <ul style="list-style-type: none"> • Students will discuss key issues as a class • Students will participate in a formal debate |
| Autumn Term 2 | | |
| Overarching Topic: Laws and the legal system | | |

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| What has come before and what comes later: | Students will have explored the House of Commons and House of Lords, considering the role of MP's and how pressure groups can bring about positive changes. They will now explore laws and legal systems, looking at the different types of court and how they are run. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • What are the fundamental principles of law? • How do rules and laws help to create justice? • What are citizens' rights and responsibilities within the law? • What are the judiciary and legal representatives? • What are the different types of court? • What are the UK's different legal systems? | <ul style="list-style-type: none"> • How can we impact the laws we are governed by? • How is a jury selected? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Active listening • Verbal communication • Analyse and evaluate information | <ul style="list-style-type: none"> • Students will discuss key concepts and ideas • Students will explore cases • Students will run a mock trial |

Spring 1

Overarching Topic: RSE

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| What has come before and what comes later: | Previous to this students will have developed an understanding of law and justice and the role citizens play. They will have experienced a mock trial and considered the different legal systems in the UK. They will now develop their knowledge and understanding of relationships and consider how they can manage positive relationships and potential pressures that may be placed on them. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • What are the differences between biological sex, gender identity and sexual orientation? • How can media & social media impact our expectations of relationships? • What values are important in all types of relationships? • How can we responsibly form, maintain and manage positive relationships? | <ul style="list-style-type: none"> • How can we help educate young people about grooming? • What are the different types of pressure we can face in a relationship? |

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| | <ul style="list-style-type: none"> • What are the laws related to consent? • How can we manage pressure in a relationship? • What are the risks of unprotected sex? • What are the roles of parents, carers & children in families? • What is grooming? | |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Active listening • Verbal communication • Empathy • People smart | <ul style="list-style-type: none"> • Students will discuss situations and share their views and opinions • Students will view some social media posts and consider the messages it sends • Students will verbally rehearse situations • Students will explore case studies and consider the cascade of events |
| Spring 2 | | |
| Overarching Topic: Media Literacy & digital resilience | | |
| What has come before and what comes later: | Students will have developed their understanding of different types of relationships, exploring the roles they play in maintaining healthy relationships. They will have rehearsed difficult conversations and considered the pressures they can face when in different types of relationships. They will now further develop their knowledge and understanding of media literacy and digital resilience. They will consider how they can use social media safely and the potential risks using the internet and social media pose. | |
| | 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 does features of the internet amplify risks and opportunities? • How does the internet give a perception of anonymity? • How can we establish personal values and clear boundaries around aspects of life that you want to remain private? | <ul style="list-style-type: none"> • What are the laws on confidently when accessing support? • When are online behaviours reported to authorities and platforms? |

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| | <ul style="list-style-type: none">• What strategies can we use to safely manage personal information and images online and on social media?• What are the benefits and positive uses of social media?• How can the internet offer opportunities to engage with a wide variety of views on different issues?• Why is it important to seek a variety of perspectives on issues?• How can we assess evidence used to support a view?• How does the way people present themselves online can have positive and negative impacts on them?• How can we make informed decisions about whether different media and digital content are appropriate to view?• How can extreme views have the potential to influence people's attitudes and behaviours?• How should we respond when things go wrong online? | |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none">• Analyse and evaluate information• Research methods• Critically evaluate online views and opinions | <ul style="list-style-type: none">• Research different perspectives on modern day issues• Analyse the information found online regarding set issues• Discuss the information you can find online and debate the appropriateness of this |

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| Summer Term 1 | | |
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| Overarching Topic: Life in Modern Britain | | |
| What has come before and what comes later: | Students will have explored the positives and negatives that can occur because of the internet. They will have developed their knowledge and understanding of how we can make ourselves safe when using the internet and considered what we can do if anything goes wrong. They will now explore life in modern Britain. They will develop an understanding of media regulation, liberties they have and the many different identities in the UK. | |
| | 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 different identities are there in the UK? • What precious liberties do we have in the UK? • What is the media? • How is the media regulated? • What international organisations does the UK belong to? • How are international conflicts solved? • How far do people in the UK participate in democracy? • How else are people in power held to account? | <ul style="list-style-type: none"> • What impact does freedom of speech have on the media? • How can more people be encouraged to become involved in democracy? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Evaluate a range of resources • Analyse the impact of literacy and images • Research techniques – questionnaires & interviews | <ul style="list-style-type: none"> • Students will be given articles to explore • Students will discuss examples of the negative and positive actions shown recently by the media • Students will research international conflicts and discuss the ways they were solved • Students will conduct their own research into the views and opinions of life in Britain |
| Summer Term 2 | | |
| Overarching Topic: Mental Health & Well being | | |

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| What has come before and what comes later: | Prior to this the students will have developed a deeper understanding of life in modern Britain. They will have completed discussions and conducted research to explore public opinion on key aspects of life in Britain. They will now develop and understanding of mental health, looking at how we can build resilience and what help is available. | |
| | 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 identify and articulate a range of emotions accurately and sensitively? • What are the characteristics of mental and emotional health? • What strategies can we use to for manage mental and emotional health? • What is the link between language and mental health stigma? • What strategies can we use to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns? • What strategies can we use to understand and build resilience and manage disappointments and setbacks? • What range of healthy coping strategies can we use to promote wellbeing and boost mood? • What are the possible causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders? • How do we recognise when someone needs help with their mental health and wellbeing? • What sources of help and support are available? | <ul style="list-style-type: none"> • How do decisions we make impact our mental and emotional health? • What are the dangers associated with some of the unhealthy coping strategies? • How can we encourage people to talk openly about their feelings? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Articulate emotions sensitively • Articulate emotions accurately • Active listening • Relaxation strategies | <ul style="list-style-type: none"> • Students will explore different emotions and consider how we can manage them • Students will discuss mental health and myths and stigmas attached to it |

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| | <ul style="list-style-type: none">• Empathy | <ul style="list-style-type: none">• Students will experience and explore some relaxation techniques – muscle relaxation, guided imagery & yoga |
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