

The Beacon Centre

Citizenship

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society by promoting Social, Moral, Spiritual and Cultural development. In particular, citizenship education fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Citizenship lessons should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The purpose of Citizenship is to develop capacities that allow pupils to become informed, responsible and active citizens. They learn the knowledge required to be able to think critically about complex issues, evaluate sources, weigh evidence, problem solve, take part in debates, advocate their viewpoint, sustain arguments and take forward democratic action on issues and matters of concern.

Teaching is brought to life using real issues and events in local to global contexts. In a society where young people are faced with a wide range of complex and sensitive issues, Citizenship education empowers pupils and equips them to make informed decisions and take forward positive citizen actions with others

Long Term overview of the topics that each class will study during each half term.			
	Key Stage 3	Year 10	Year 11
Autumn 1	Mental Wellbeing Stress Resilience Anxiety Social Anxiety Depression Growth Mindset	Theme A: Living together in the UK. The changing UK population. Migration and its impacts. Respect and understanding Identity.	Theme A: Living together in the UK. The changing UK population. Migration and its impacts. Respect and understanding Identity. Theme D: Power and influence. Citizens' participation. Groups and organisations.

			The role of a free press.
Autumn 2	Government & Politics Understanding the law Crime Punishment Courts and Tribunals	Theme A: Living together in the UK. Rights, duties and values. Development of Human Rights. Local government. Paying for local services.	Theme A: Living together in the UK. Rights, duties and values. Development of Human Rights. Local government. Paying for local services. Theme D: Power and influence. Rights and responsibilities of the media. The use of media for influence. Relations with Europe. Global situations.
Spring 1	Enterprise and the world of work Employment Unemployment Employment categories Careers.	Theme B: Democracy at work in the UK. Parties and candidates. Elections and voting systems. Forming and organising government. The Westminster parliament.	Theme B: Democracy at work in the UK. Parties and candidates. Elections and voting systems. Forming and organising government. The Westminster parliament. Theme E: Taking Citizenship Action
Spring 2	Project-Theme Park.	Theme B: Democracy at work in the UK. Making and shaping a	Theme B: Democracy at work in the UK. Making and shaping a

		law. The Constitution. Government in parts. Tax and government spending.	law. The Constitution. Government in parts. Tax and government spending. Theme E: Taking Citizenship Action
Summer 1	Finance Making financial decisions Credit and debit cards Financial risks Gambling.	Theme C: Law and justice. The role of law. Principles and sources of law. Civil and Criminal law. The Justice system in England and Wales. Courts and Tribunals	Theme C: Law and justice. The role of law. Principles and sources of law. Civil and Criminal law. The Justice system in England and Wales. Courts and Tribunals. Revision.
Summer 2	Rights and responsibility Disabilities Discrimination Older people First aid and the community First aid Friendships Advertising.	Theme C: Law and justice. Youth Justice. Crime and society. Sentencing and punishment.	Theme C: Law and justice. Youth Justice. Crime and society. Sentencing and punishment. Revision.

Potential qualifications that can be achieved in this subject area:
ASDAN, Edexcel GCSE Citizenship Studies.

Class: Key Stage 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Students will look at mental wellbeing and mental health. Students will look at the effects of social media and peer pressure on mental health. Students will look at activities to increase positive mental health. Students will understand what stress is and how to deal with feeling stressed. How being stressed can lead to mental health issues. Understanding resilience and how to learn from experiences. Look at how our body deals and copes with anxiety. Design a worry bag and a worry doll to ensure</p>	<p>To explain the structure of the UK Parliament (including the House of Commons, House of Lords and Monarch). To explain how Parliament and the Government do different jobs. To understand the difference between house of common and house of lords. To understand what is involved in parliamentary debating and why it is important. To try out debating, to practise debating skills, form and justify opinions and learn from others.</p>	<p>Students are going to create their own business. Students will start by completing basic application forms and entering all details correctly. Students will then complete business summary and aims. Owner background and products and services. 7 steps to setting up a business.</p>	<p>Students will work on setting up their own theme park. Students will initially draft their theme park ensuring they have all of the required amenities and within budget. Students will then create a leaflet that will be given to customers when entering their park explaining what attractions and amenities are available at their parks. Students will then work out costing for the park for the initial opening then onwards.</p>	<p>Reflect on their own attitude to money and spending compared to others. Prioritise needs and wants in different scenarios. Calculate the potential cost implications of borrowing to purchase a big item. Students work in Co-Op for lesson purchasing essential items for first home. Students will go to 3 different shops over the next 3 weeks to identify price differences in shops for the same items.</p>	<p>To be able to explain and evaluate developments in gender equality. Discrimination. Understand what a stereotype is and how all individuals are unique. To understand what protected characteristics are. To understand Old age and how older people may feel. To understand the effects of advertisement and what makes a good advert.</p>

our worries are stored away. Me time, increasing my wellbeing and having some time for myself.					
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Class: Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Introduction to the course. What is a community? Religious understanding Changing patterns. Study changing patterns locally. Migration – why does it happen? (Economic refugees/asylum seekers). Migration – advantages/disadvantages. What is identity? Identity in the UK. What is respect?</p>	<p>How did human rights begin? Human rights in the community/equality and discrimination How can we develop community cohesion? The difference between legal and moral rights. Political rights. Rights in the workplace. How does the council work?</p>	<p>Getting elected – how does it work? Does every vote actually count? Who shall I vote for? Class mock-election . Getting into power. Forming a government.</p>	<p>How are laws made? Westminster. Apart or together? The United Kingdom. How are we governed? Balancing the budget.</p>	<p>What is the point of law? Criminal and civil law: what's the difference? Who puts the law into practice? Criminal courts: how do they work and what are their functions? How are civil disputes solved?</p>	<p>What sort of sentence? Court role-play. Young people and the justice system. What's happening to crime? Prepare group presentations on how best to reduce youth crime.</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What is a community? Religious understanding Changing patterns. Study changing patterns locally. Migration – why does it happen? (Economic refugees/asylum seekers). Migration – advantages/disadvantages. What is identity? Identity in the UK. What is respect? How to contribute and have influence in a democratic society? Having your say in other parts of the world: comparing democracies and dictatorships.</p>	<p>How did human rights begin? Human rights in the community/equality and discrimination How can we develop community cohesion? The difference between legal and moral rights. Political rights. Rights in the workplace. How does the council work? What is the media and what is its role in society? Why should the press be free? Is the media honest and truthful, and how is it regulated? Does the media just report or</p>	<p>Getting elected – how does it work? Does every vote actually count? Who shall I vote for? Class mock-election . Getting into power. Forming a government. Stage 1: Identify issue, form a team and carry out initial research. Stage 2: Carry out primary research (surveys, write letters, etc.) Stage 3: Review research and analyse different viewpoints held.</p>	<p>How are laws made? Westminster. Apart or together? The United Kingdom. How are we governed? Balancing the budget. Stage 4: Plan action. Stage 5: Carry out action. Stage 6: Evaluate.</p>	<p>What is the point of law? Criminal and civil law: what's the difference? Who puts the law into practice? Criminal courts: how do they work and what are their functions? How are civil disputes solved? Revision.</p>	<p>What sort of sentence? Court role-play. Young people and the justice system. What's happening to crime? Prepare group presentations on how best to reduce youth crime. Revision.</p>

	shape public opinion?				
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