



## Curriculum Detail: Citizenship

Year 7 students study citizenship as part of humanities; in year 8, Citizenship is incorporated into Religious Studies.

Year 9 students are introduced to citizenship as a discrete subject and learn about crime and the youth justice system. They are given an opportunity to understand the causes of crime, the reasons young people might turn to crime and some of the consequences which can result from criminal actions. They go on to examine the way the media can influence young people and impact upon people's lives; this might include, for example, an investigation into the free press and censorship. Different political systems are discussed, e.g. autocracy and democracy, along with the many factors that form the UK's political model (such as how laws are passed and the role of MPs); the extent to which the UK can be considered a democratic society is debated. Students learn about the history of human rights since World War II and the intrinsic rights they have as British and European citizens; they are encouraged to consider their responsibilities in upholding human rights and to recognize these rights as interdependent. Students look at specific examples (e.g. the right to life, freedom from discrimination, freedom from torture) in detail along with a variety of case studies highlighting their violation (the genocide in Rwanda, for example).

In year 10, students are introduced to the various ways that citizens can take action to facilitate change in their local communities. Examples of effective campaigns are considered and students work together in groups to research an issue of their choice before writing up their findings in report format. The results are used to plan and carry out a campaign for change within the college and the success of these campaigns is then evaluated. Students are asked to consider what it means to identify as British. They learn how the UK upholds its main values of personal freedom, tolerance and respect for diversity, equal opportunity, representative democracy and the rule of law. They explore how justice is upheld in the UK via the criminal courts along with their own rights and responsibilities within the justice system; particular human rights relating to crime and war are also considered. Democracy and the voting system, including the roles played by citizens in elections, are considered in greater depth with students looking in detail at how decisions are made both in schools and in the wider community. Links are made to pressure groups and the media's role in influencing decision-making and students examine the roles and work of organisations such as the UN, the EU and the Commonwealth.

In year 11, students examine a contemporary issue affecting the UK, gathering evidence from the news, Internet and other external sources. They plan an event aimed at enhancing community cohesion by bringing together

two societal groups and evaluate this by way of written coursework, reflecting on the impact their work has had. Rights and responsibilities in college and the wider community are further examined, with students exploring their legal and moral rights and evaluating the accessibility of Government websites and local authority sources; human rights are revisited in the context of everyday life. The economy and social security system are discussed, with students exploring employment and consumer legislation, as well as the work of trade unions, the importance of copyright and the need for businesses to be socially responsible. Students investigate rights and responsibilities as global citizens; the importance of sustainable development and its promotion is considered via explorations of local Agenda 21 implementation and the fair trade movement. Students debate whether or not developed countries should allocate money to help the world's less developed nations, weighing up the economic effects. They look again at how the media can be used to affect public opinion and bring about change in democracies.