



Curriculum Rationale Department of Citizenship

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their two years in Salendine Nook High School.

Our Vision/Intent

Citizenship helps to give pupils the knowledge, skills and understanding to become informed, active and responsible citizens with an advanced knowledge of key British values. Pupils are encouraged to take part in a range of active Citizenship campaigns and experiences across the curriculum, contributing fully to the life of the school and their communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how the knowledge and actions of the citizen fits into wider UK society. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to recognize the importance of the UK's position in the wider world.

The Principles which Underpin our Curriculum

A range of teaching and learning styles are employed which include:

- Use of WAGOLLs and WABOLLs
- Discussion
- Provide models and worked examples
- Practise using the new material
- Check for understanding frequently and correct errors
- Provide scaffolds for difficult tasks
- Independent practice
- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Video/DVD
- Debate
- Group work
- Research
- Games
- Revisit and Review quizzes
- Formative assessment
- Summative assessment
- Simulations
- Case studies
- Use of outside speakers
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Consensus building
- Problem solving
- Understanding another point of view
- Reflection, review and evaluation

Year 10: Following a brief introduction to GCSE Citizenship, the first topic studied is 'Rights and Responsibilities' in terms of the legal system. This unit is content light but enables students to start to develop critical skills they will need in the latter part of the course. Secondly the topic of 'Democracy' is studied as democratic values underpin the whole of the Citizenship course. The next topic is 'Trade and Aid', this is a foundation topic for the 'UK's Relations with the Wider World' topic which follows, both placing an emphasis on the UK's unique position in the world and how it maintains its position through projections of soft and hard power. Finally year 10 concludes with an exploration topic on climate change. This is designed to strengthen and deepen pupils' knowledge and to practise newly acquired skills.

Year 11: The first topic is 'Citizenship Action. Pupils will have spent year 10 learning about campaign actions of others and this is their opportunity to carry out their own campaign, this forms a core component of the course. The second topic is 'Law and the legal system'. This is an exploration topic designed to strengthen and deepen pupils' knowledge and to allow them to practise the skills they acquired in topic 1 in year 10. Thirdly a new topic 'Immigration and Identity' is introduced which extends themes in year 10's 'Democracy' unit. Next is 'The Role of the Media' which extends students' knowledge of core democratic freedoms and liberties. This leads onto a mini exploration topic on 'Rights in Conflict' of which the recurring themes of press freedom re-emerge. Finally an in depth extension on the 'Nature of Democracy' is revisited before a mini topic 'The Economy' leads into final revision and exam practice. This study on the 'Nature of Democracy' enables learners to explore some of the key differences between the nature and extent of citizens' political participation in the UK, a representative democracy, and Switzerland, a direct democracy. Learners will find it useful having already studied specification section 2.1 '*democracy, voting and elections in the UK*' and 2.6 '*citizenship participation in the UK*'. Learners will also work through the study on China following their comparison of Swiss and UK democracy. The study enables learners to clarify and develop their understanding of democracy by comparing classical Athenian democracy with representative democracy. Learners then study the characteristics of a modern example of direct democracy – Switzerland – before making a comparison between the Swiss political system and that of the UK. The study introduces learners to the criteria that may be used to compare political systems and to the rankings generated by these comparisons. The Swiss Government is proud of its political system and its website provides a clear but detailed coverage of how that system works. Learners may wish to consider the potential of electronic technologies for enabling higher degrees of direct democracy. The study has been designed to enable all learners to explore and refine their own opinion through research, analysis and reasoned argument.

The China study enables learners to explore some of the key differences between the nature and extent of citizens' political participation in the United Kingdom (UK), a representative democracy, and China, a non-democratic political system based on communist principles (often described as an authoritarian regime). Learners will find it useful to have already studied specification section 2.1 '*democracy, voting and elections in the UK*' and 2.6 '*citizenship participation in the UK*'. The study enables learners to extend and refine their understanding of democracy by comparing the UK's representative democracy with China's political system. The study introduces learners to the criteria that may be used to compare political systems and to the rankings generated by these comparisons. The Chinese government is comfortable with its political system which it sees as appropriate and necessary for the country's current stage of economic, political and social development. Chinese leaders do not regard their authoritarian political system as inferior to western democracy. They feel that keeping tight control of political opposition and the media is important if China is to develop in ways that bring prosperity to its citizens. Chinese leaders have highlighted poverty, crime, racism and social divisions in the USA and UK as evidence that democratic societies have human rights problems too. The *China Daily* website <http://www.chinadaily.com.cn/> offers a Chinese perspective on world news and celebrates the country's achievements and progress, as does the official Chinese Communist Party website <http://english.cpc.people.com.cn/index.html>. These sources help to provide learners with the official Chinese perspective on the quality of politics and quality of life in China. Learners consider the potential of electronic technologies for enabling Chinese citizens to become even more aware of the civil liberties available to people living in western democracies and the further implications this may have for China's political system. The Pack has been designed to enable all learners to explore and refine their own opinion through research, analysis and reasoned argument.

The Research behind our Rationale

'Towards Consensus', Ofsted, 2006

[https://dera.ioe.ac.uk/6151/1/Towards%20consensus_Citizenship%20in%20secondary%20schools%20\(PDF%20format\).pdf](https://dera.ioe.ac.uk/6151/1/Towards%20consensus_Citizenship%20in%20secondary%20schools%20(PDF%20format).pdf)

The single most important document in Citizenship Education was written in 2006 by Ofsted. '*Towards Consensus*' is a document which sets out the purpose of Citizenship in the UK, primarily that it is not intended as a brainwashing tool to create 'good citizens' but rather that Citizenship is needed in order to prevent such lack of cohesion as the race riots in Oldham and Bradford which occurred in 2001. Moreover, Citizenship was needed to prevent the catastrophic social conditions that led to the killing of Victoria Climbié. The document goes on to propose the nature, methodology and application of Citizenship Education. At this time Citizenship was a 'new' subject and teachers were almost invited to play a part in shaping the pedagogy. The following authors have been highly influential in our research towards developing our own view of how Citizenship should be taught in the school.

The Ties that Bind: Citizenship and Civic Engagement in the 21st Century, House of Lords, Select Committee on Citizenship and Civic Engagement, 2018

<https://publications.parliament.uk/pa/ld201719/ldselect/ldcitizen/118/118.pdf>

The summation of this document reads as an extension to that nascent document published by Ofsted above in which the House of Lords reported that the creation of a country in which every one of its citizens feels secure, engaged and fulfilled must be a primary objective of a successful modern democratic nation. This would be a country in which everyone feels that they belong, and to which everyone feels they can contribute. The document goes on to set out the values and level of democratic engagement which can be achieved through Citizenship education which we have used as a guide for engagement in the school. Our approach can be understood through this quote from the paper, "Individuals do not learn about governmental and judicial institutions of the United Kingdom through

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osmosis. The values which underpin our society, which have been tested in recent years by a variety of economic and societal developments, are not self-evident. They need to be learned and understood". This reveals our commitment to high standards of Citizenship education for our students at GCSE level.

Citizenship education in the UK: devolution, diversity and divergence. Citizenship Teaching and Learning, Andrews, Rhys and Mycock, Andrew (2007)

<https://core.ac.uk/download/pdf/60816.pdf>

Andrew's and Mycock's paper on the importance of identity politics in Citizenship is at the core of our curriculum. The recent introduction of Citizenship in England marked an important moment in the history of education in the UK. The paper investigates to what extent does citizenship education receive equal attention within the four UK Home Nations. This paper assesses the nature of citizenship education in the four nations of the UK, examining the divergent approaches and attitudes towards citizenship education in England, Northern Ireland, Scotland and Wales. Challenges for the future of citizenship education in the UK are explored, before the paper concludes by arguing that great care is required to ensure parity of provision is upheld across the evolving multinational education system which we believe is integral in maintaining good quality Citizenship in the school.

The Citizenship Teacher's Handbook, Stephen Fairbrass, 2009

<https://www.bloomsbury.com/uk/the-citizenship-teachers-handbook-9781847065469/>

Concern about the future of a democratic society is not new. However, the commitment to equip young citizens with the knowledge and skills to enable them to be vigilant, to do something, and to speak up, is. The purpose of Citizenship Education is ultimately to contribute to the continuance and development of just and democratic societies, with vibrant and active engagement of citizens. Citizenship Education is education about democracy, but more importantly it is education for democracy.

This highly practical and passionate book outlines the essential elements of teaching Citizenship effectively. It covers:

- teaching and learning Citizenship
- planning to teach Citizenship
- implementing whole school initiatives
- assessment in Citizenship education, and much more.

This is essential reading for all those involved in Citizenship Education in secondary schools.

Citizenship studies GCSE subject content, DFE, 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/438602/GCSE_subject_content_for_citizenship_studies.pdf

This publication sets out the learning outcomes and content coverage required for GCSE specifications in citizenship studies.

Key Stage Four

WE follow the OCR Specification for GCSE Citizenship Studies. We follow this because Citizenship is more than just a National Curriculum subject.

Citizenship involves people working together to make positive differences to the society in which they live – locally, nationally and globally. This process is good for individuals, and essential for strengthening and safeguarding our society and democratic way of life. The OCR specification has Active Citizenship at its

core. In year 11 students are given the opportunity to carry out their own project based on sound research and analysis of a chosen subject.

Citizenship education involves developing the knowledge, skills and confidence to enable people to make their own decisions and to take responsibility for their own lives and communities. And in many countries – where democratic society and its institutions are facing threats – citizenship education is becoming increasingly important. The OCR specification is highly academically rigorous and provides a high level of challenge at the same time as being pitched appropriately for our students.

At Salendine Nook High School, we want young people to leave formal education with a **strong grasp of the political, legal and economic functions of society**, and with the social and moral awareness to thrive in it.

Citizenship is a statutory subject on the National Curriculum in secondary schools in England, and it is one of the elements which is monitored by the schools regulator, Ofsted. It has been there since 2002.

But we don't just want to teach citizenship: we also want them to **demonstrate citizenship** through the way they operate and the opportunities this gives to young people. As Bernard Crick put it in the nascent version of the National Curriculum for Citizenship back in 1999: "Citizenship is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out."

OCR's specification for Citizenship Studies involves a wide range of different elements of learning, including:

- **Knowledge and understanding** about topics such as laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law
- **Skills and aptitudes** including critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action
- **Values and dispositions** including respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to: listen to, work with and stand up for others.

OCR's specification gives us the most effective form for learning citizenship which is:

- **active:** emphasises learning by doing
- **interactive:** uses discussion and debate
- **relevant:** focuses on real-life issues facing young people and society
- **critical:** encourages young people to think for themselves
- **collaborative:** employs group work and co-operative learning
- **participative:** gives young people a say in their own learning.
- **Analytical:** develops young people's assessment of relevant data and outcomes

We have also chosen this specification because of our high attainment success since the specification was introduced for the 9-1 grading system for first examination in 2019. In 2019 students at Salendine Nook High School attained 1.24 grades higher in OCR Citizenship compared with students with similar Key Stage 2 data in England. This is a significantly impressively statistic.

Core Knowledge:

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK
- know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy
- know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals
- use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence
- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.

Year 10

Why are these topics taught in this order?

Year 10: Following a brief introduction to GCSE Citizenship, the first topic studied is 'Rights and Responsibilities' in terms of the legal system. This unit is content light but enables students to start to develop critical skills they will need in the latter part of the course. Secondly the topic of 'Democracy' is studied as democratic values underpin the whole of the Citizenship course. The next topic is 'Trade and Aid', this is a foundation topic for the 'UK's Relations with the Wider World' topic which follows, both placing an emphasis on the UK's unique position in the world and how it maintains its position through projections of soft and hard power. Finally year 10 concludes with an interleaved and contextual topic on climate change. This is designed to strengthen and deepen pupils' knowledge and to practise newly acquired skills such as the application of knowledge to new contextual environments.

Topics Covered in Year 10:

Rights and responsibilities and the law

Key concepts and terminology for this part: moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law, criminal responsibility, trade union/employee association, balancing rights, rule, law, criminal and civil law,

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common law, legislation, judge made law (precedent), fairness, justice, presumption of innocence, equality before the law, legal jurisdiction. Skills for this part: **Knowledge, evaluation, analysis and application of new knowledge to unfamiliar contexts, discussion, investigation, assessment, research, study of primary historical documents, classification.**

Democracy, elections and voting in the UK

Key concepts and terminology for this part: free elections, secret ballot, inclusive franchise, pluralism, candidate, political party, party policy, manifesto, classical democracy, representative democracy, fixed-term parliament, constituency, rule of law, personal freedom, tolerance, respect for diversity, equal opportunity, first-past-the-post election, proportional representation, referendum.

Skills for this part: **Knowledge, evaluation, analysis and application of new knowledge to unfamiliar contexts, testing of hypotheses.**

The UK and its relations with the wider world

Key concepts and terminology for this part: international organisation, United Nations, the North Atlantic Treaty Organisation (NATO), European Union, Council of Europe, World Trade Organisation, mediation, sanction, intervention, non-governmental organisation, International Humanitarian Law.

Skills for this part: **Countering viewpoints, research, investigation, Knowledge, evaluation, analysis and application of new knowledge to unfamiliar contexts, testing of hypotheses.**

Rights and Responsibilities (INTERLEAVED & CONTEXTUAL BASED STUDY)

This topic is part of the theme 'rights and responsibilities' but also introduces learners to aspects of the law, democracy and government. CASE STUDIES OF RIGHTS IN CONFLICT: Security vs liberty, right to freedom of religion vs right to not be discriminated against. This is a controversial study which explores the nature of democracy as a political system and some of the tensions that occur in democracies including between democratic forces and fundamentalist terrorism.

The principles of democratic government are not as widely accepted as some might want to believe. This study acknowledges criticisms of democracy but also seeks to bring those principles that underpin democracy into sharper focus.

Many young people in the UK may know little of the principles that underpin democracy. Others may be sceptical about what democracy stands for.

This topic exploration pack seeks to serve the needs of both these groups while encouraging deeper analysis by those more familiar with the nature of representative democracy in the UK. It focuses on two key controversial questions of our time:

- How much privacy should we sacrifice to ensure high levels of personal security?
- Should those who champion free speech also have the right to 'offend'?

There is no shortage of information and commentary on these issues. This study makes reference to a very small proportion of available material, selected because of its accessibility to school students and because it contributes to a reasonably balanced approach to these difficult issues.

Some learners, especially those with a faith background, may approach their studies with particularly strong opinions. The pack has been designed to enable all learners to explore and refine their own opinion through research, analysis and reasoned argument.

UK & the Wider World - Climate Change (INTERLEAVED & CONTEXTUAL BASED STUDY)

Exploration of a case study and application of knowledge and skills (interleaved and contextual based study): UN Paris Climate Change Accords 215 (COP15). This study focuses on the challenges climate change poses for human rights and democracy. Learners will also have an opportunity to consider the difficulties of reaching international agreements to tackle climate change and the significance of the 2015 Paris Summit.

This is a synoptic study through which learners can apply their knowledge and understanding from different sections of the specification. The study is ideal towards the end of the beginning (!) of the course to consolidate learning about human rights, democracy and government, to facilitate revision of these key themes.

Year 11

Why are these topic taught in this order?

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Citizenship Action

Key skills for this part: Through their action, learners should practise a range of citizenship skills including: research and enquiry, interpretation of evidence, planning, collaboration, problem solving, advocacy, campaigning and evaluation. Students should be able to: understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical Citizenship Actions, formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates, present their own and other viewpoints representing the views of others, in relation to citizenship issues, causes, situations and concepts, plan practical Citizenship Actions aimed at delivering a benefit or change for a particular community or wider society, critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.

The Law and the legal system

Key concepts and terminology for this part: rule, law, criminal and civil law, common law, legislation, judge made law (precedent), fairness, justice, presumption of innocence, equality before the law, legal jurisdiction, legal representative, tribunal, juror, judge, sanction, retribution, reform, rehabilitation.

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Skills for this part : **tracking legal cases, knowledge, evaluation, devising and testing hypotheses, analysis (statistical), research, countering of views**

Immigration and Identity

Key concepts and terminology for this part: British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.

Skills for this part : **knowledge, evaluation, devising and testing hypotheses, analysis, research, countering of views, apply knowledge in unfamiliar contexts, investigation, sharing family experiences, planning, organisation.**

The Role of the media and the free press

Key concepts and terminology for this part: free press/media freedom, public interest, media regulation, censorship, social media, privacy, libel.

Skills for this part : **knowledge, evaluation, analysis, research.**

The Nature of Democracy (includes The British Constitution & Politics beyond the UK) Change (INTERLEAVED & CONTEXTUAL BASED STUDY)

Key concepts and terminology for this part: democracy, pluralism, authoritarian regime, political participation, political culture, civil liberties. Skills for this part: **knowledge, evaluation, analysis, research, design, tracking of laws and bills**

The Economy, Finance and Money

Key concepts and terminology for this part: taxation, direct/indirect taxation, public expenditure, economic growth, administrative efficiency, benefits, welfare, local authority budgeting.

Skills for this part: **analysis and knowledge**