

Citizenship Department – GCSE Year 9 Scheme of Work

National Curriculum/ AAA links:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908347/SECONDARY\\_national\\_curriculum - Citizenship.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1	<b>Citizenship:</b> Government & Parliament	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• History of UK Government</li> <li>• Parliamentary democracy</li> <li>• Circles of power in UK Government</li> <li>• Political Right + Left</li> <li>• UK Parliament               <ul style="list-style-type: none"> <li>○ House of Commons</li> <li>○ House of Lords</li> </ul> </li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Political awareness</li> <li>• Awareness of world issues</li> <li>• Debating</li> <li>• Exam technique</li> <li>• Literacy, Comprehension, and Grammar</li> </ul>	Cabinet Constituency Democracy Government House of Commons House of Lords MP Opposition Prime Minister Referendum	<a href="#">Term 1 - UK Government</a>

Autumn 2	<b>Keeping Healthy (RSE):</b> Alcohol, Consent & Safer Sex	Key knowledge taught: <ul style="list-style-type: none"> <li>• Alcohol and Safer drinking?</li> <li>• What is sexual activity?</li> <li>• Consent</li> <li>• Safer sex and use of contraception</li> <li>• Sexting and sex on social media</li> <li>• Pornography</li> </ul> Key skills developed: <ul style="list-style-type: none"> <li>• Safer sex</li> <li>• Consent and Boundaries</li> <li>• Healthy habits</li> <li>• Exam technique</li> <li>• Literacy, Comprehension, and Grammar</li> </ul>	Condom Consent Contraceptive Pornography Pregnancy Safer sex Sexting STI	<a href="#">Term 2 - Healthy Living - Alcohol and SRE</a>
Assessment point 1 – Government and Democracy				
Spring 1	<b>Social Education:</b> Human Rights & LGBTQIA Studies	Key knowledge taught: <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Human Rights</li> <li>• What does LGBTQIA+ mean?</li> <li>• Gender and gender diversity</li> <li>• Sexuality and identity</li> <li>• Homophobia and Transphobia in the UK</li> <li>• Allyship</li> </ul> Key skills developed: <ul style="list-style-type: none"> <li>• Empathy and tolerance</li> <li>• Awareness of world issues</li> <li>• Exam technique</li> </ul>	Allyship Asexual Bisexual Discrimination Gay Heterosexual Homophobia Human Rights Lesbian Nonbinary Pansexual Transgender Transphobia	<a href="#">Term 3 - LGBTQIA+</a>

		<ul style="list-style-type: none"> <li>Literacy, Comprehension, and Grammar</li> </ul>	UDHR	
Spring 2	<b>Global Challenges:</b> Pressure Groups	Key knowledge taught: <ul style="list-style-type: none"> <li>What is a pressure group?</li> <li>Political issues and the right to protest</li> <li>How does protest bring about change?</li> <li>What is the law around protesting?</li> <li>Association for Citizenship Teaching: ACTIVE Citizenship Award</li> </ul> Key skills developed: <ul style="list-style-type: none"> <li>Political awareness</li> <li>Awareness of world issues</li> <li>Exam technique</li> <li>Literacy, Comprehension, and Grammar</li> </ul>		<a href="#">Term 4 - Pressure Groups</a>
Assessment point 2 – LGBTQIA+				
Summer 1	<b>Social Education:</b> Debates in Religious Studies	Key knowledge taught: <ul style="list-style-type: none"> <li>Identifying key features of World Religions</li> <li>What are sources of religious tension in the world?</li> <li>What is the role of tolerance, debate, and education?</li> <li>Where does life begin?</li> <li>When should life end?</li> <li>Human Rights and faith</li> </ul> Key skills developed: <ul style="list-style-type: none"> <li>Empathy and tolerance</li> <li>Awareness of world issues</li> </ul>	Abortion Controversy Debate Empathy Euthanasia Freedom Human Rights Interfaith Tolerance	<a href="#">Term 5 - Debates in Religious Studies</a>

		<ul style="list-style-type: none"> <li>• Exam technique</li> <li>• Literacy, Comprehension, and Grammar</li> </ul>		
Summer 2	<b>Economic and Financial Capability:</b> Careers	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• Personality and Career options</li> <li>• My dream job: developing a plan for the future</li> <li>• Careers Carousel – what is required of different careers?</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Familiarity with money</li> <li>• Mathematical fluency</li> <li>• Planning for the future</li> <li>• Exam technique</li> <li>• Literacy, Comprehension, and Grammar</li> </ul>	Aspiration Budget Career Contract CV Household Job interview Requirements Qualifications	<a href="#">Term 6 - Work and Money</a>
Assessment point 3 – Debates in Religious Studies				