## Citizenship department - GCSE year 9 scheme of work

## National curriculum:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/908347/SECONDA RY\_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	Citizenshi p: Governme nt and Parliament	Key knowledge taught:      History of UK Government     Parliamentary democracy     Circles of power in UK Government     UK Parliament     House of Commons     House of Lords  Key skills developed:     Political awareness     Awareness of world issues     Debating     Exam technique     Literacy, Comprehension, and Grammar	Cabinet Constituency Democracy Government House of Commons House of Lords MP Opposition Prime Minister Referendum	Term 1 - UK Government
Autumn 2	Keeping healthy (RSE):	<ul><li>Key knowledge taught:</li><li>Alcohol and sfer drinking?</li><li>What is sexual activity?</li><li>Consent</li></ul>	Condom Consent Contraceptive Pornography	Term 2 - Healthy Living -

	Alcohol, consent and safer sex	<ul> <li>Safer sex and use of contraception</li> <li>Sexting and sex on social media</li> <li>Pornography</li> <li>Key skills developed: <ul> <li>Safer sex</li> <li>Consent and boundaries</li> <li>Healthy habits</li> <li>Exam technique</li> <li>Literacy, comprehension, and grammar</li> </ul> </li> </ul>	Pregnancy Safer sex Sexting STI	Alcohol and SRE
Spring 1	Social education: Human rights and LGBTQIA studies	Key knowledge taught:	Allyship Asexual Bisexual Discrimination Gay Heterosexual Homophobia Human Rights Lesbian Nonbinary Pansexual Transgender Transphobia UDHR	Term 3 - LGBTQIA+
Spring 2	Global challenges	Key knowledge taught:  What is a pressure group?  Political issues and the right to protest		Term 4 - Pressure Groups

	:Pressure groups	<ul> <li>How does protest bring about change?</li> <li>What is the law around protesting?</li> <li>Case studies</li> <li>Key skills developed:</li> <li>Political awareness</li> <li>Awareness of world issues</li> <li>Exam technique</li> <li>Literacy, comprehension, and grammar</li> </ul>		
Assessmer	nt point 2 – L	GBTQIA+	<u>.</u>	
Summer 1	Social education: Debates in religious sudies	<ul> <li>Key knowledge taught: <ul> <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>Can people of two faiths marry?</li> <li>Where does life begin?</li> <li>When should life end?</li> <li>Human rights and faith</li> </ul> </li> <li>Key skills developed: <ul> <li>Empathy and tolerance</li> <li>Awareness of world issues</li> <li>Exam technique</li> <li>Literacy, comprehension, and grammar</li> </ul> </li> </ul>	Abortion Controversy Debate Empathy Euthanasia Freedom Human Rights Interfaith Tolerance	Term 5 - Debates in Religious Studies
Summer 2	Economic and financial capability:	<ul> <li>Key knowledge taught:</li> <li>Personality and career options</li> <li>My dream job: developing a plan for the future</li> <li>Budgeting for a home and holiday</li> </ul>	Aspiration Budget Career Contract	Term 6 - Work and Money

<ul> <li>s and budgeting</li> <li>Mathematical fluency</li> <li>Planning for the future</li> <li>Exam technique</li> <li>Literacy, comprehension, and grammar</li> </ul> Requirement <ul> <li>Qualification</li> <li>Utilities</li> </ul>
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