

Subjects: Citizenship & Core RE (KS4)

Subject leader: Miss J Earp

Curriculum intent

What is statutory?

Citizenship is statutory at secondary schools from Years 7-11. It is part of the National Curriculum, DfE guidance is from September 2013.

The teaching of RE at key stage 4 is a statutory requirement for all academies in England and is a necessary part of a 'broad and balanced curriculum' (Derbyshire Agreed Syllabus, 2020).

What are our aims?

The aim of Citizenship is to provide students with the knowledge, skills and understanding to become responsible and active citizens in a global world. We follow the National Curriculum for Citizenship 2012 as part of our broad and balanced curriculum.

The national curriculum for citizenship aims to ensure that all pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

This curriculum encompasses British Values and provides opportunities to develop SMSC learning.

- Students will learn to respect the views, needs and rights of others, including people of different genders, ages and cultures to themselves.
- Students have the opportunity to broaden, extend and challenge their knowledge, values and skills to prepare them for life in modern Britain, with the aim of making students productive citizens.

- Within the Fundamental British Values aspects of the curriculum pupils are able to distinguish right from wrong and to respect the civil and criminal law of England as well as accepting responsibility for their behaviour, showing initiative, and understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- We recognise and firmly believe that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to, and have the ability to, access the world they live in.
- High standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through this subject and the wider curriculum. t.

The teaching of RE at key stage 4 is a statutory requirement for all academies in England and is a necessary part of a 'broad and balanced curriculum' (Derbyshire Agreed Syllabus, 2020). At Ecclesbourne School we combine RE themes with British Values, examining how beliefs, traditions and values affect the society in which we live. In addition, core RE promotes the spiritual, moral, social and cultural (SMSC) development of our students.

- Core RE helps our students understand the society and world in which we live, by looking at the diversity of beliefs, traditions and values that exist in within it.
- The course aims to challenge young people's ideas about belief, values, purpose and truth, enabling them to form their own opinions on fundamental questions.
- The format of the course encourages students to develop critical thinking and how to balance their own views with those of others.
- They become aware that the religious traditions of the UK are, in the main, Christian, but that it is a diverse society, with other religions and traditions present and thriving.
- They will also learn about the rise of secularism in the UK society and reflect on the impact of that, considering the sociological and psychological benefits, or otherwise, of religion.
- The course is designed so that all ideas are applied to different case studies, to ensure that the ideas learnt don't remain abstract, but are instead understood in a concrete way by our students.

Curriculum implementation

Course content

PDC is taught by Form Tutors during a weekly PDC lesson. Themes are covered in assemblies and in Thought For The Day.

[Click here to see how SMSC is mapped across the curriculum]

Year 7	The value of money Making economic decisions Understanding fraud
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	Being safe online A fair wage
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Year 8	What is citizenship? Living in a democracy Being an active citizen Local government The image of UK politics
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Year 9	Rules and Laws; examples of and the purpose of Causes and prevention of crime Crime in the local community
	Different types of law The judicial system Causes of cyber crime

Year 10	Justice and Forgiveness <ul style="list-style-type: none"> • Religious attitudes to justice • Restorative justice • Why some people forgive and others don't. • The links between justice and punishment • The aims of punishment • The strengths and weaknesses of the death penalty with a focus on it within Shari'ah law.
	Understanding and preventing extremism Radicalisation Tackling homelessness Human Rights – Apple as a case study

Year 11	Britain – who are we? <ul style="list-style-type: none"> • The presence of religion in the UK; how religion influences laws and values • The difference between a religious and a secular society, considering sociological benefits of group belonging • The diversity of the UK; the advantages and disadvantages of living in a multi-faith and multi-cultural society • Democracy and Brexit • The 2011 Riots and the choices involved.
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Assessment

Due to the nature of RSE, students work is not formally marked

Assessment in PSHE should not be about levels and grades, passing or failing. Grading a person on their personal attributes, for example, would undermine a lesson where they are encouraged to explore and take risks in discussion. PSHE Association

Peer assessment and self-assessment is used regularly in PDC lessons. In addition, students have a review sheet in which they write reflections and action points at the end of each sub-topic.

We use Student Voice as a way of gaining feedback on our curriculum.

Curriculum impact

The impact of Citizenship teaching include:

- Students being equipped to live productive, responsible and balanced lives
- Students being able to reflect on and clarify their own views and attitudes in a complex, and at times conflicting, world
- Students developing an understanding of themselves and how they can make a difference in their groups and communities.
- Students becoming global citizen; appreciating the importance of liberty, the law, democracy and the political systems of the UK, and other studied countries.

The skills developed in Core RE include:

- The ability to analyse different ethical issues and events
- The ability to express verbally during discussion and in writing
- The ability to synthesise different viewpoints and to alter a personal viewpoint
- The ability to consider the impact, both positive and negative, of holding different views, values and beliefs

The knowledge and understanding gained in Core RE include:

- Understanding what is meant by justice, including restorative justice and how this works in a practical sense
- The concept of forgiveness, including how and why this is a theme in all major world religions
- The ethics of war
- Knowing how different forms of punishment are used around the world
- Knowing what secularism is and how and why it has increased in the UK
- The sociological and psychological benefits, or otherwise, of religion