

# Citizenship and British Values



**SIDDAL MOOR**

Where students *fly high* through the expectation of *excellence* in *everything* we do

Citizenship - Key Stage 3		British Values – Key Stages 3 and 4	
<p>Teaching should develop pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.</p> <p>Pupils should be taught about:</p>		<p>...‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	
Content Citizenship	Siddal Moor Curriculum – where taught	Content British Values	Siddal Moor Curriculum – where taught
the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<p><b>History</b> Yr7: Magna Carta Yr8: Glorious Revolution and the power of Parliament Yr9: Women and the vote</p> <p><b>English</b> – Yr8 poetry</p>	an understanding of how citizens can influence decision-making through the democratic process	<b>English</b> – Yr9 writing to argue (capital punishment)
the operation of Parliament, including voting and elections, and the role of political parties	<p><b>History</b> Yr7: Feudal System Yr8: causes of the Civil Wars</p>	an understanding that the freedom to hold other faiths and beliefs is protected in law	<p><b>RE</b> Yr8: Extremism unit <b>Health and Social Care</b> The care values, equal opportunities.</p>
the precious liberties enjoyed by the citizens of the United Kingdom	<p><b>English</b> - Yr8-9. Argumentative writing on environmental and political issues. <b>Geography:</b> EU migration (freedom of movement -&gt; push pull factors)</p>	an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	<p><b>RE</b> Yr8: Extremism unit <b>English</b> – Yr7 Romeo &amp; Juliet; Yr8 The Merchant of Venice; Yr9 The Crucible. <b>Geography:</b> Population, migration Yrs8 &amp; 10) Yr9 Novel – ‘Salt on the Snow’ <b>Assemblies:</b> Rota in the staff hand book: examples of topics/themes... A sense of community, being different, judging others, the elderly and their needs etc. <b>Health and Social Care</b> The care values, equal opportunities</p>

<p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>	<p><b>Assembly themes</b> <b>Computing:</b> Copyright laws, computer misuse including hacking, Data Protection Act.</p>	<p>an understanding of the importance of identifying and combatting discrimination</p>	<p><b>RE</b> Yr8: Extremism unit <b>English – Yr9</b> Novels: ‘Salt on the Snow’; ‘To Kill a Mocking Bird’. The Crucible; Kinder Transport. <b>Health and Social Care</b> The care values, equal opportunities. <b>Computing:</b> Disability access, computer hardware and website design.</p>
<p>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</p>	<p><b>RE</b> Yr9: Protest groups <b>English – Yr9</b> Novel – ‘Salt on the Snow’ Yr8-9 Argumentative essays. <b>Geography:</b> NGOs support during national disasters e.g. Red Cross, Salvation Army in Cockermonth (Yrs7,8,9)</p>	<p>an understanding of how citizens can influence decision-making through the democratic process</p>	<p><b>Health and Social Care</b> Acts of Parliament. The process and why they are needed.  <b>Year10 Drop Down Day – Wed 4 March</b> (Democracy Day)</p>
<p>the functions and uses of money, the importance and practice of budgeting, and managing risk</p>	<p><b>English – Yr9</b> Novel – ‘Salt on the Snow’ Yr9 – Party planning, planning a visit. <b>Geography:</b> Cost benefit analysis of coastal protection</p>	<p>an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p><b>RE</b> GCSE: Community Cohesion unit <b>English – Yr10 &amp; 11</b> poetry <b>Health and Social Care</b> The care values, equal opportunities legislation</p>

<p><b>Citizenship – Key Stage 4</b></p> <p>Teaching should build on the key stage 3 programme of study to deepen pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p>	<p><b>British Values – Key Stages 3 and 4 continued...</b></p> <p>...‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>
---	--

Pupils should be taught about:			
Content Citizenship	SM Curriculum – where taught	Content British Values	SM Curriculum – where taught
parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	<b>Assemblies, PSHCE, History KS3 and KS4:</b> Democratic systems, voting systems, British system of government.	an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	<b>RE GCSE:</b> Community Cohesion unit
the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	<b>History GCSE – Weimar Republic PR</b>	an understanding of the importance of identifying and combatting discrimination	<b>RE GCSE:</b> Community Cohesion unit <b>English – GCSE poetry</b>
other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	<b>Drop-down days:</b> Democratic and non-democratic systems of government. <b>English – iGCSE,</b> non-fiction texts		
local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	<b>RE GCSE Full-</b> Peace and conflict-UN <b>Geography:</b> EU migration		

human rights and international law	<b>RE</b> GCSE Full- Peace and conflict-Declaration of Human Rights
the legal system in the UK, different sources of law and how the law helps society deal with complex problems	<b>Assembly theme</b>
diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	<b>RE</b> GCSE- Community cohesion-multi faith/ethnic communities. <b>Geography:</b> Yr10 Population distribution
the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	<b>Skills for Life</b> – planning and holding a party for Senior Citizens; visiting local care homes. <b>English</b> – GCSE Novels: ‘Of Mice and Men’; ‘Purple Hibiscus’; ‘Lord of the Flies’. <b>Geography:</b> Changing urban environments. Cities require ‘community’ element -> what does this look like? Includes a visit to ‘New Islington’.
income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent	<b>PSHCE</b>