

## **Citizenship Curriculum Statement of Intent**

### **Introduction**

This document aims to give an overview of the 'what, why, when, who and how' of Citizenship Teaching at our school.

Citizenship is a required subject in the National Curriculum at key stage 3 (age 11-14) and 4 (age 11-16), so must be taught in all maintained schools in England. A programme of study describes what should be addressed and is used as the basis for Citizenship in all types of schools, including Academies and free schools. A GCSE qualification (AQA 8100) in Citizenship Studies is available for pupils in key stage 4 (typically Year 11 at our school).

### **Purpose of study**

A high-quality citizenship education helps to provide RFHCS pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education at RFHCS contributes towards fostering pupils' keen awareness and understanding of democracy, government, how laws are made and upheld and how citizens may contribute and participate in their communities as stakeholders and active citizens. We aim to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned, cogent arguments and arrive at conclusions/ positions that allows political literacy and fosters active citizenry. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

### **Aims**

The national curriculum for citizenship aims to ensure that all pupils:

1. Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
2. Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
3. Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, enabling students to take the knowledge and skills with them into adulthood
4. Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

**Attainment targets by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

### **Key Stage 4 Citizenship at RFHCS**

We aim build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. This can include topics, features and skills developed across the curriculum e.g. English, History and PSHE. We aim for pupils to 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. This encourages community cohesion and active citizenry. There is a strong desire to equip our students with the knowledge and belief they are valued, included members of the community who have a sense of their own value, sovereignty and agency.

### **Pupils are taught:**

The fundamental principles and values that underpin British society:

1. Democracy
2. The Rule of Law
3. Individual liberty
4. Tolerance of those with different faiths and beliefs
5. Participation in community life

### **Curriculum synopsis**

The Citizenship curriculum at RFHCS is designed to engage pupils in the local and global world: to consider their role within and think critically about the politicised environment. The course is designed to encourage active participation in public and democratic life as informed and active citizens. The Citizenship Studies GCSE allows students to work individually or as a group in the undertaking of Citizenship Action as well as to develop their ability to analyse and comment on four key themes.

**Life in Modern Britain:** know and understand what the key principles and values of the UK are, what identity is and how it impacts on citizens, the role of the media and free press, how the UK interacts with international organisations and how to make a difference in society.

**Rights and Responsibilities:** know and understand the relationships between the state and citizens, the rights, responsibilities and duties of citizens living and the role of law in society and how laws are shaped, enforced and the different systems across the UK

**Politics and Participation:** Know and understand what democracy is, how parliamentary democracy operates within the constraint of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK, how taxes are raised and spent by governments and how national economic and financial policies relate to individuals

**Taking Active Citizenship:** 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. The course also focuses on the importance of active citizenship so students engage with topics that they have a passionate interest in and develop skills of research and investigation, problem solving, advocacy and campaigning. Citizenship Studies at GCSE reflects current issues, questions and debates; allowing students to access the main issues of the day and form opinions based on deeper knowledge and understanding of the issues and impacts of modern society. Throughout the course students will be given the opportunity to become confident public speakers who advocate on the behalf of others, and potentially have a real effect on their local communities.

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. The principles of parliamentary sovereignty and the rule of law are paramount as fundamental foundations of the evolving, flexible nature of the UK Constitution.

The UK's legal system is studied, students become aware of the different sources of law and the constitution and how the law helps society deal with complex problems including parity, judicial independence and access to representation and redress of grievances.

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 UK's borders.

We explore other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Citizenship in order to be able to compare and contrast with other political systems which are void of democratic principles e.g. authoritarian, monarchic and supranational organisations i.e. WTO, WHO, UN, EU, NATO etc. This knowledge and understanding can be compared and contrasted with 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

Human rights e.g. ECHR and international law encourages students to contemplate 'Citizenship' beyond local, national borders and consider the concepts and implications of the 'global citizen'.

Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

We value the importance of equality, diversity and inclusion both as a vital concept in the understanding of the subject but also in terms of student's personal development, identity and wellbeing. Exploring tolerance, empathy and inclusivity encourages cooperation, consideration in the school environment and radiates out to enrich personal and community based relationships.

The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

## Implementation

Students are taught at the RFHCS' day school (Futures Programme) via two forty-five minute lessons in groups. Pupils are encouraged to contribute via debates, Socratic questioning, role of the mantle activities, paired work, comprehension tasks and case study activities. Considerable time is dedicated to discussions where the salient, contested and controversial issues are discussed in a safe and empathic environment. Some of the topics covered in the citizenship curriculum often lend themselves and are indeed scaffolded by other subject content e.g. careers, tutorial, visiting speakers and collective time.

<b>Paper 1</b>	<b>Paper 2</b>
<b>What is assessed?</b> Section A <ul style="list-style-type: none"> <li>• Active Citizenship: 25%</li> <li>• Politics and Participation: 25%</li> </ul>	<b>What is assessed?</b> Section A <ul style="list-style-type: none"> <li>• Life in Modern Britain: 25%</li> <li>• Rights and Responsibilities: 25%</li> </ul>
<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written Paper: 1 hr 45 mins</li> <li>• 80 marks (40 per section)</li> <li>• 50% of the GCSE</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written Paper: 1 hr 45 mins</li> <li>• 80 marks (40 per section)</li> <li>• 50% of the GCSE</li> </ul>
<b>Format</b> <b>Q&amp;A booklet. All questions to be answered</b>	<b>Format</b> <b>Q&amp;A booklet. All questions to be answered</b>

### Active Citizenship Investigation (Paper 1, section A)

It is a requirement of the Citizenship AQA specification that students undertake an in-depth investigation of a citizenship issue of their own choice, which should involve using and developing a range of citizenship processes and skills that lead to some form of citizenship action. Student will develop an investigation Portfolio in relation to this investigation.

Students will be examined on their investigations with generic questions that ask students to:

- Describe and analyse their own experiences of planning and taking practical citizenship actions with others.
- Critically reflect on your own experience of planning and taking practical citizenship actions
- Advocate a viewpoint and represent the viewpoints of others in relation to the issues, causes and situations studied and citizenship actions you have undertaken in relation to citizenship concepts.
- Students are encouraged to identify a particular topic/ issue presented by the citizenship curriculum that has particularly interested them - to carry out their investigations within the chosen area of interest or pertinence.
- Lessons are posted on the Google stream to allow students (who are unable to attend our provision in person) to access and participate in the curriculum.