



# Citizenship – Core Year 10



## Curriculum Intent

Citizenship is one of the five pillars that underpin the ethos of the Anglo European School and the broad and balanced curriculum offer. Our Citizenship curriculum is designed to develop informed and knowledgeable young people who are clear about their place in the modern world. They will develop cultural, political and financial literacy and are prepared to confidently play a role as informed citizens. Students will develop knowledge and understanding of how to make a positive impact in their communities and the world as well as for their own personal and economic wellbeing. We wish for students to develop their citizenship knowledge in a personal, local, national and international context in line with the international ethos of the school. As students progress through their Citizenship programme, we intend for them to develop a solid understanding of key subject concepts. The curriculum is also designed to support further education in related academic fields including politics, economics, law, sociology and philosophy. Our students should be encouraged to make sense of a complex world and their role within it. As a broad subject in itself, Citizenship education promotes cross curricular understanding so that students can better understand the purpose of what they are learning.

## Autumn Term

### Students will learn:-

#### Democracy

- Decision making and political systems.
- Methods of voting.
- The institution of government and the role of MPs.
- The institution of the monarchy and the House of Lords.
- Challenging authority democratically.

#### Drugs and Alcohol

- Alcohol
- Drugs (The Lowdown)
- Effects of drug use
- Legal highs
- Drugs research, debates and presentations

#### Human Rights and society case studies

- The Universal Declaration of Human Rights
- Amnesty International
- Capital Punishment
- Option 1: Modern Slavery
- Option 2: The Rwandan Genocide
- Option 3: Childrens' Rights
- Disability rights

### Knowledge, Understanding & Skills

- An understanding of political systems and how these compare to my own political ideas.
- Knowledge of electoral systems, arguments for and against reform.
- How government is formed, what MPs do in Parliament and for constituents.
- Knowledge of the role of the monarch and the House of Lords
- How to challenge authority legally and line with principles of democracy.
- The impact of alcohol on the body including excessive use as well as understanding modern medical guidelines for alcohol consumption.
- Understanding of the common classified substances and the consequences of supplying or possessing them.
- The biological/health and social consequences of drug use.
- Knowledge of legal highs and substances that are not controlled but potentially dangerous to use as a drug.
- An understanding of the debate around drug use and personal liberty as well as why the laws related to drug use exist.
- Research and presentation skills presenting in-depth information related to specific substances.
- Knowledge of the origin and content of the United Nations Universal Declaration of Human Rights and the UN Convention on Rights of the Child.
- Understanding how Amnesty International campaigns on behalf of those whose rights are being abused.
- An understanding of the capital punishment debate including why it was abolished in the UK.
- Applying knowledge of rights and responsibilities to case studies.
- An understanding of the rights of those with disabilities including understanding the challenges faced by those with hidden disabilities.
- Diploma reflection document.

## Spring Term

### Students will learn:-

- Emotional health and ill health
- Depression
- Self-harm
- Body image
- Suicide
- Exam stress
- Online stress and FOMO
- Global issues case studies
- NATO
- G7
- The Commonwealth
- What is the United Nations?
- The work of the UN
- Model United Nations

### Knowledge, Understanding & Skills

- An understanding of what constitutes emotional ill health.
- An appreciation of causes (and sometimes lack of) of depression and how depression can be treated and how best to support a person with depression.
- Understanding the signs of self-harm, issues with body image and possible suicide and what to do if you or anybody you know is self-harming or suicidal.
- Dealing with stress related to school and modern life and strategies to reduce stress and anxiety related mental health concerns.
- Diploma reflection document.
- An awareness of the impact of globalisation and how this relates to global issues such as global warming, famine, health issues, poverty and war and the interrelation between these global issues.
- The work of NATO, why it was established and what possible future could be.
- The purpose of the G7, nature of relationships members and non-members.
- The purpose and aims of The Commonwealth and what it tries to achieve.
- The history and aims of the United Nations.
- The make-up of the UN and specific agencies e.g. Unicef, WHO and UNHCR.
- Key achievements of the United Nations since its establishment in 1945.
- Key challenges for the UN in the 21st Century.
- The views of the country being represented by the student on a range of issues and considering their geo-political context.
- How a Model United Nations works and how to prepare for it as a delegation.

## Students will learn:-

- Careers – my path so far (Unifrog and Kudos)
- Preparing for work experience/briefing
- Setting up the reflective personal project.
- Work experience debrief
- Starting the personal reflective project.
- Research and preparation for Model United Nations.
- The Anglo MUN Day

## How are homework /wider resources used to enhance learning?

- Parliament website
- BBC Bitesize
- Talk to Frank
- Drugwise.org.uk
- United Nations website
- Amnesty International website
- MIND
- Samaritans
- CAMHS
- Make Poverty History
- Websites of global organisations.
- The United Nations Website.
- Anglo MUN resources (made available to students at the time of teaching this unit due to the themes and delivery team changing yearly).
- Unifrog
- Resources as made available by the Careers Co-ordinator.
- Personal reflective project guide/tutorial material.

## Knowledge, understanding & Skills

- Developing further awareness and understanding of viable career pathways.
- Knowledge of the world of work through work experience placement (virtual if limited by public health situation).
- Undertaking a personal reflective project containing research and presentation skills.
- Developing and applying primary and secondary research skills.
- An insight into the work of the UN through committees and the General Assembly.  
Public speaking, advocacy and representation.



## What does Excellence look like?

- A deep understanding of the interrelation between different institutions of the UK government bodies.
- An ability to consider the advantages and disadvantages of different electoral systems and critically evaluate the case for reform.
- A mature and balanced approach to understanding the implications of drug use personally and for wider society and making links to other citizenship concepts such as rights, responsibilities and politics.
- An in-depth understanding of the complexities of the working of the UN and able to relate this to case studies and other citizenship concepts such as rights, responsibilities and politics.
- A full understanding of the complexities of mental health and triggers that could cause poor mental health.
- An understanding of the effectiveness of NATO, G7 and The Commonwealth to dealing with global issues and an evaluation of their effectiveness.
- Proactive approach to seeking out and securing a work experience placement that will give a real insight into an industry and workplace that could be a possible future option.
- Full participation in the MUN Day taking up as many speaking opportunities as possible.

## How will students be assessed?

- Ongoing verbal assessment by teachers
- Peer and self review
- Diploma reflection document on work experience placement.
- Completion of personal reflective project
- Progress towards adequate preparation for the Anglo MUN including rehearsing speeches.

## International Opportunities

### Visits Programmes

The international visits programme allows students to engage with key ideas studied in an international context through both the formal education system of the host country but also through discussions with their exchange partners. Overseas visits in addition allow students to explore different attitudes to issues such as mental health, drugs and alcohol as well as membership of international political organisations.

### Within the curriculum

Students are encouraged to explore the issues studied through the lenses of different cultures, ideas and approaches throughout the world. They are also challenged to think about preparation for future study and careers in an international setting by exploring potential future career paths, as well as considering different viewpoints regarding the role and influence of international governmental organisations.