

YEAR 10

| THEME A – LIVING TOGETHER IN THE UK | | | | |
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| Key Topics Within Theme A | <p>Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights. Opportunities for developing citizenship skills include: to debate and explore identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice. Key questions explored: How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work?</p> | | | |
| | <p>1 The changing UK population</p> <p>The changing composition of the UK population in terms of age, ethnicity, religion and disability.</p> | <p>2 Migration and its impact</p> <p>The social, economic and other effects of immigration to the UK, including why it has been seen as a benefit and a challenge. Types of migrants coming to the UK (economic migrants, refugees, asylum seeker) and the reasons why people migrate.</p> <p>Sources of migration from 1945 to the present, including Commonwealth countries and Europe.</p> | <p>3 Respect and understanding</p> <p>What mutual respect means in practice and why it is necessary in a diverse society: the effects of inequality and discrimination on individuals, groups and communities, and the role of the Equality Act 2010 in preventing discrimination.</p> <p>How mutual understanding is encouraged in schools and the wider community; the concepts of diversity, integration and community cohesion that underpin democratic society.</p> | <p>4 Identity</p> <p>That people’s identities can be defined in various ways (e.g. ethnic, religious, gender, age, social, cultural, national, local, regional); the concept of multiple identities.</p> <p>The impact on identity debates of the UK being comprised of England, Northern Ireland, Wales and Scotland.</p> |
| | <p>5 Rights, duties and values that underpin democracy</p> <p>Human, moral, legal and political rights and freedoms in the UK,</p> | <p>6 Development of human rights</p> | <p>7 Citizens and local government</p> <p>The distinction between councillors and officers. The role of local councils in representing the</p> | <p>8 Paying for local services</p> <p>How councils are funded through council tax, business</p> |

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| | <p>including: to equality and representation; to freedom of speech, opinion and association; to tolerance and respect; and to privacy.</p> <p>The duties of citizens to respect the rights and freedoms of others, and to obey the law.</p> <p>That rights of different people or groups (nationally and locally) can come into conflict and need to be balanced in different situations in life and work where there is inequality or unfairness.</p> <p>Why the rule of law is necessary in a democracy. The checks and balances needed in relation to rights and freedoms, including debates about freedom of speech, privacy and the threat from terrorism.</p> | <p>Magna Carta as a first step against arbitrary rule and a guarantee of justice.</p> <p>The rights and freedoms protected by the:</p> <ul style="list-style-type: none"> o UN Universal Declaration on Human Rights o European Convention on Human Rights o United Nations Convention on the Rights of the Child o Human Rights Act 1998. | <p>community and the services that they typically provide.</p> | <p>rates, government grants and income from charges.</p> |
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| THEME B – DEMOCRACY AT WORK IN THE UK | |
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| Key Topics Within Theme B | <p>Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. They will also consider the role of parliament in making and shaping law; the government’s role in managing public money; and how power is organised across the constituent parts of the UK. Opportunities for developing citizenship skills and taking action include: participation in decision making forums and ‘mock’ or real school elections, researching and debating the effectiveness of democracy in the UK, the extension of voting rights to 16 and 17 year olds or further devolution of power versus independence for Scotland, Northern Ireland and Wales. Key questions explored:</p> <p>Who runs the country? How does Parliament work? How is power shared between Westminster and the devolved administrations? How does government manage public money?</p> |

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| | <p>1 Parties and candidates</p> <p>The key philosophical differences between the major political parties standing in UK general elections. How candidates are selected to stand for a constituency.</p> | <p>2 Elections and voting systems</p> <p>The concept of democracy; representative democracy (democracy via elections) and direct democracy (democracy via referendums) and the strengths and weaknesses of each.</p> <p>How the Westminster-first-past-the-post system operates; who can and cannot vote in general elections and why; debates about extending the franchise. The frequency of general elections. The strengths and weaknesses of the first-past-the-post voting system compared with proportional representation.</p> | <p>3 Forming and organising the work of government</p> <p>The process of forming a government, including the role of the monarch in appointing a government. What happens when no single party can form a government and a coalition government is formed.</p> <p>The organisation of government administration into departments, ministries and agencies staffed by civil servants.</p> | <p>4 The Westminster Parliament</p> <p>The distinction between executive, legislature, judiciary and monarchy.</p> <p>The roles of the Houses of Commons and Lords and the relationship between them; the process of parliamentary debate and deliberation of public issues as part of the process of making and shaping policy and legislation.</p> <p>The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs and the ceremonial role of Black Rod;</p> |
| | <p>5 Making and shaping law</p> <p>How a bill becomes law: debate in the House of Commons and the House of Lords; scrutiny by committees; royal assent.</p> | <p>6 The Constitution</p> <p>The institutions of the British constitution: the power of government, the prime minister and cabinet; the roles of the legislature, the Opposition, political parties, the monarch, citizens, the judiciary, the police and the civil service.</p> <p>That the UK has an uncodified constitution and examples of how this is changing, including as a result of devolution and membership of the EU.</p> <p>The concept of parliamentary sovereignty; checks and balances, including the role of judicial review; how Parliament holds</p> | <p>7 Government in constituent parts of the UK</p> <p>The powers of devolved bodies in Scotland, Wales and Northern Ireland.</p> <p>How relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence.</p> | <p>8 Taxation and government spending</p> <p>How direct and indirect taxes are raised by central government.</p> <p>The role of the Chancellor of the Exchequer in budgeting for income, expenditure and debts, managing risks and making decisions about the allocation of public funding.</p> <p>Different views and debates about how governments and other service providers make</p> |

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| | | government to account through oversight and scrutiny. | | provision for welfare, health, the care of the elderly and education. |
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| THEME C – LAW AND JUSTICE | | | | |
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| Key Topics Within Theme C | <p>Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society. Opportunities for developing citizenship skills and taking action include: investigating different legal cases, participation in ‘mock’ trials and sentencing decision-making activities, debating whether it is ever right to break the law or whether the justice system treats everyone fairly. Students could undertake citizenship action or campaigns to address inequality or an injustice. Key questions explored: What is the law for and how does it affect us? How does the justice system work? Is crime increasing in society?</p> | | | |
| | <p>1 The role of law in everyday life in dealing with complex problems</p> <p>What law is and how the law affects our everyday lives. Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination), change behaviour, and respond to new situations in society (including scientific and technological developments and changing values). The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people.</p> | <p>2 Principles and sources of law</p> <p>Fundamental principles of law to uphold rights and freedoms: the rule of law; the presumption of innocence; equality before the law; access to justice. That England and Wales have a different legal system from Northern Ireland and Scotland. The main sources of law: common law (case law or precedent), legislation and the EU.</p> | <p>3 Civil and criminal law</p> <p>The purposes of criminal law: used to protect the public from harm such as in cases where crimes are committed against a person or property. The purposes of civil law: to settle civil disputes, such as debt, personal injury, and family matters.</p> | <p>4 The justice system in England and Wales</p> <p>The roles and powers of the police, judges and magistrates, and legal representatives. The responsibilities and roles of citizens in the legal system including as jurors, magistrates, special constables, members of a tribunal hearing. Fundamental principles of the law in practice: the rights of citizens on arrest to know the reason for arrest, inform someone of their arrest and to see a solicitor.</p> |
| | 5 Courts and tribunals | 6 Youth justice | 7 Crime and society | 8 Sentences and punishment |

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| | <p>Types of criminal courts, key differences between how they operate and the types of case they are used for:</p> <ul style="list-style-type: none"> o magistrates court o crown court <p>Types of civil courts and what they are used for:</p> <ul style="list-style-type: none"> o county court o high court. <p>The use of tribunals and other means of civil dispute resolution, such as mediation, to settle disputes.</p> | <p>The operation of the youth justice system and how and why youth courts differ to other courts. To account through oversight and scrutiny.</p> | <p>Factors affecting crime rates in society, including issues around the recording of crime and reasons for re-offending.</p> <p>Strategies to reduce crime, including through prevention, protection and punishment.</p> | <p>Types of sentence and punishment, including prison, community payback and restorative justice; how these are determined for different offences; debates about the purpose and impact of different types of punishment.</p> |
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YEAR 11

| THEME D – POWER AND INFLUENCE | | | | |
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| Key Topics Within Theme D | <p>In this section students revisit key ideas about democracy, rights and responsibilities in Themes A–C as they explore ideas about power. In particular they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. They contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens. Opportunities to develop citizenship skills include: examining ways in which citizens co-operate to try and improve society and democracy through different kinds of political and citizen actions; practical experiences of taking citizenship action themselves to address issues; debating the relationship of the UK with Europe; and investigating global issues and problems facing society from the environment to humanitarian and conflict situations. Key questions explored: ● What power and influence can citizens have? ● What role and influence should the media have? ● Does the UK have power and influence in the wider world?</p> | | | |
| | <p>Citizen participation in politics and society</p> <p>The opportunities, and barriers to citizen participation in democracy and politics in the UK. Ways in which citizens can contribute through direct and indirect action to democracy and hold those in</p> | <p>2 The role of groups and organisations in democratic society</p> <p>The role different organisations play in providing a voice and support for different groups in society including public institutions,</p> | <p>3 The role of the media and a free press</p> <p>Why a free press is important in a democracy and the role of the media in: influencing and</p> | <p>4 Rights and responsibilities of the media</p> <p>The right of the media to investigate and report on issues of public interest,</p> |

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| | <p>power to account and contribute to wider public life, including by voting, joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering. How digital democracy, social media and other measures are being developed as a means to improve voter engagement and political participation. Key differences in how citizens can and cannot participate in politics in political systems outside the UK: one democratic and one non-democratic..</p> | <p>public services, interest and pressure groups, trade unions, charities and voluntary groups. Two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to address public policy, challenge injustice or resolve a local community issue. The role, and origins of, trade unions as associations of workers with the aim of maintaining or improving the conditions of employment through collective action. Rights of people in the workplace and ways people at work are protected and supported, including trade unions, staff associations and tribunals.</p> | <p>informing the public; reporting news accurately; investigating issues and exposing problems in the public interest; and scrutinising the government and others in power and holding them to account for their actions.</p> | <p>subject to the need for accuracy and respect for people's privacy and dignity. The role of the press regulator in the UK; reasons why press censorship may occur.</p> |
| <p>5 The use of the media for influence</p> <p>How groups or individuals and those in power use the media try to influence public opinion.</p> | <p>6 The UK's role and relations with the rest of Europe</p> <p>The difference between the European Union and the Council of Europe. Benefits (including free trade, financial support for infrastructure, being part of a large market), and obligations (including to comply with legislation and policies) of the UK's membership of the EU. Examples of EU decisions that impact on the UK such as setting standards for consumer rights, protecting the environment, the free movement of citizens to live and work in the EU.</p> | <p>7 The UK's role in the rest of the world</p> <p>The role of the United Nations and its agencies, NATO, the Commonwealth, and the World Trade Organisation; the UK's relations with these organisations in terms of the benefits and commitments arising from membership.</p> | <p>8 Rights and responsibilities in challenging global situations</p> <p>Global issues and human rights: balancing rights and responsibilities in conflict situations. The role of international law in conflict situations to limit the effects of armed conflict on civilians and how international humanitarian law establishes the rules of war. The role of non-governmental organisations (NGOs) in different situations, including</p> | |

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| | | | | <p>examples of NGOs providing relief to protect people at risk and in supporting development. An example where the UK has played a role in an international disagreement or conflict and the methods used: mediation, sanctions or force.</p> |
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Theme E: Taking citizenship action

Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including: research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

