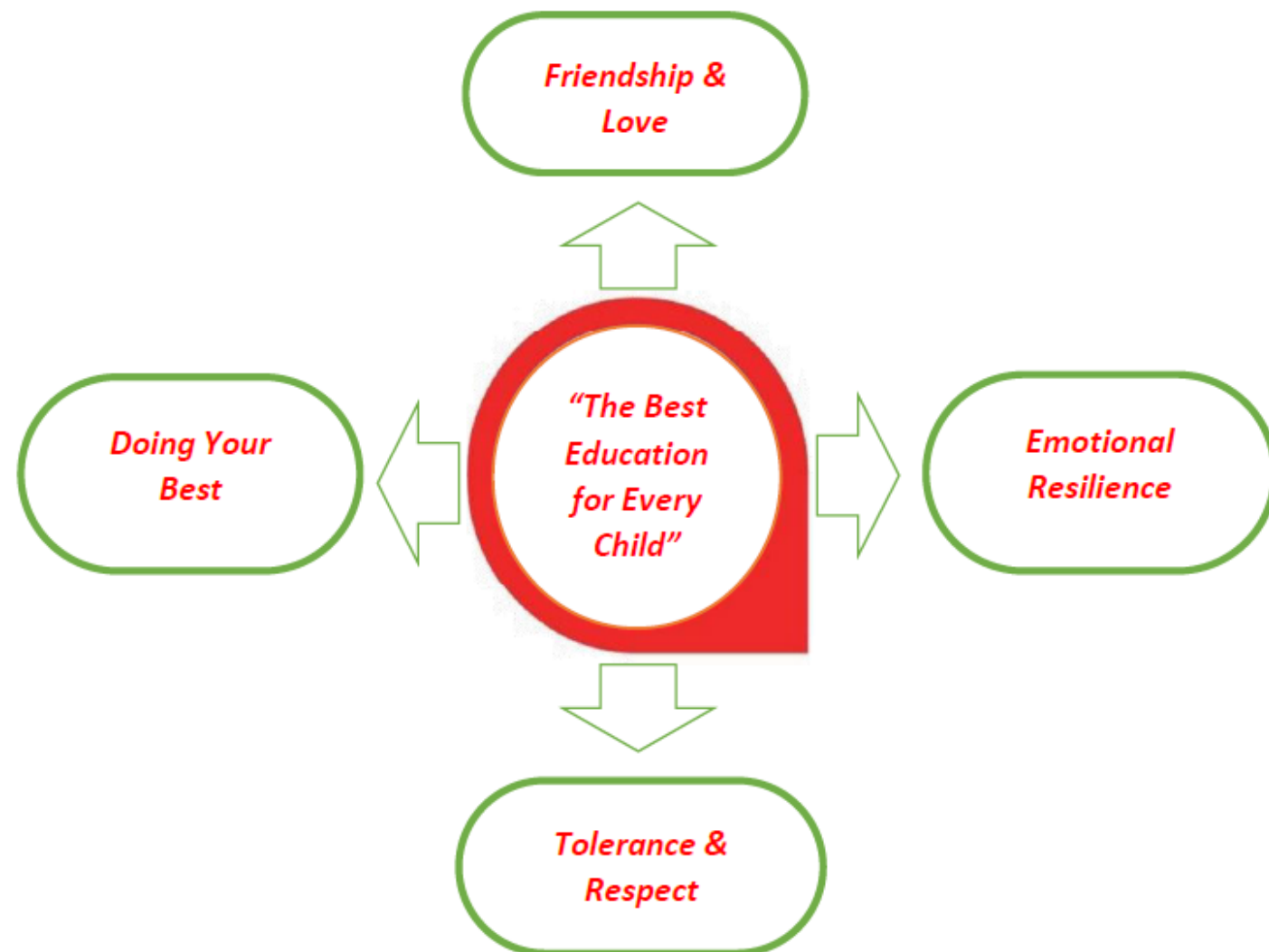




Red Moor School



Citizenship Schedules Plan

Health Faculty

Head of Faculty: Matt Taylor

Date of last review: March 2023



Citizenship Schedule RMS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
Year 5	Title: Rules, fairness, rights and responsibilities. Context: To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; To share opinions. Banding: year 5 Progression Area: Worth of the individual	Title: Active role of a citizen Context: What improves and harms their local, natural and built environments and about some of the ways people look after them. To contribute to the school. Banding: year 5 Progression Area: Rules and regulations	Title: Laws and the justice system Context: To understand how the law and justice system operates and what can happen to people who break the law. Banding: year 5 Progression Area: To determine why crime is committed	Title: Developing relationships with everyone Context: Recognise that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. Recognise that people are different. Banding: year 5 Progression Area: Global relationships	Title: Parliamentary democracy Context: To understand the role parliament plays in everyone's lives. And how citizens can bring about change. Banding: year 5 Progression Area: Role parliament plays in our lives	Title: British values Context: Recognise why British values are important and what make up the values. Banding: year 5 Progression Area: incorporation of British values in daily lives
Year 6	Title: Confidence and responsibility Context: To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; Banding: Year 6 Progression Area: Identity	Title: Active role of a citizen Context: Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; Banding: Year 6 Progression Area: Volunteering	Title: Laws and the justice system Context: To determine why crime is committed and the consequences to society. Banding: Year 6 Progression Area: role of the police	Title: Developing global relationships Context: To think about the lives of people living in other places and times, and how Britain relates to other countries and their differences. Banding: Year 6 Progression Area: global movement	Title: Parliamentary democracy Context: To understand the role parliament plays in everyone's lives. And how citizens can bring about change. Banding: Year 6 Progression Area: voting systems	Title: British values Context: To investigate all of the values incorporated into British values and how they effect everyone living in Britain. Banding: Year 6 Progression Area:
Year 7	Title: Political systems Context: Explain the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch Banding: Year 7 Progression Area: what is democracy	Title: Operation of government Context: Explain the operation of Parliament, including voting and elections, and the role of political parties Banding: Year 7 Progression Area: freedom of speech	Title: British liberties Context: Appreciate the precious liberties enjoyed by the citizens of the United Kingdom Banding: Year 7 Progression Area: mass media	Title: Justice system Context: Explain the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals Banding: Year 7 Progression Area: Capital punishment	Title: Community and volunteering Context: Understand 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 Banding: Year 7 Progression Area: Global organisations	Title: Finances Context: Understand the functions and uses of money, the importance and practice of budgeting, and managing risk. Banding: Year 7 Progression Area:



Citizenship Schedule RMS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
ASDAN Schedule year 8	Title: Rights and responsibilities Context: What its like to be part of a community, country and the world. Consider people responsibilities in society. Banding: Year 8 Progression Area: Global Citizenship	Title: Rights and responsibilities Context: UNDHR, local councils and consumer rights. Banding: Year 8 Progression Area: Community/Global	Title: Community and volunteering Context: What is identity? How to get involved in your local community. What does diversity mean? Banding: Year 8 Progression Area: British values/Social issues	Title: Community and volunteering Context: What is identity? How to get involved in your local community. What does diversity mean? Banding: Year 8 Progression Area: British values/Social issues	Title: Government and democracy Catch Context: What is democracy? How does government operate in the UK. MP's. How is government made up. Banding: Year 8 Progression Area: Politics	Title: Government and democracy Context: Different Types of election. Different political parties and their structure. Banding: Year 8 Progression Area: Politics
ASDAN Schedule Year 9	Title: Law and order Context: Why people need laws and how society deals with criminals.. How government makes legislation. Banding: Year 9 Progression Area: Crime	Title: Law and order Context: Capital punishment. Prison system. Civil unrest. Banding: Year 9 Progression Area: Crime	Title: Finance Context: Identify different financial services and ways of paying for things. Banding: Year 9 Progression Area: Finance	Title: Finance Context: Investigate banking, types of debt and how government help people in need. Banding: Year 9 Progression Area: Finance	Title: Global Citizenship Context: Global movement such as immigration, migration, asylum seekers Banding: Year 9 Progression Area: Immigration	Title: Global Citizenship Context: Look at the roles of other countries and compare them to the UK. Banding: Year 9 Progression Area: Global perspectives



Citizenship Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	<p>Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks.</p> <p style="color: red;">Add any other information relevant to the subject content.</p>					
GCSE Schedule years 10—11	<p>Title: Life in Modern Britain</p> <p>Context: Principles of British Society. What do we mean by identity?</p> <p>Banding: Years 10—11</p> <p>Progression Area: British Values</p>	<p>Title: Life in Modern Britain</p> <p>Context: The media and the free press. The UK’s role in key international organisations. How can people make a difference in society.</p> <p>Banding: Years 10—11</p> <p>Progression Area: British Values</p>	<p>Title: Rights and responsibilities.</p> <p>Context: What laws do society require and why? What are a citizen’s right and responsibilities within the legal system.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Crime</p>	<p>Title: Rights and responsibilities.</p> <p>Context: How has the law developed over time and how does the law protect the citizen and deal with criminals.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Crime</p>	<p>Title: rights and responsibilities</p> <p>Context: What are Universal human rights?</p> <p>Banding: Years 10—11</p> <p>Progression Area: UN</p>	<p>Title: Politics and participation</p> <p>Context: Where is political power within the UK and how is it controlled?</p> <p>Banding: Years 10—11</p> <p>Progression Area:</p>
	<p>Title: Politics and participation</p> <p>Context: What are the powers of devolved government and how can citizens participate.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Local government and devolvement of power</p>	<p>Title: Politics and participation</p> <p>Context: Does political power reside with the people or parliament?</p> <p>Banding: Years 10—11</p> <p>Progression Area: Pressure groups/voting</p>	<p>Title: Politics and participation</p> <p>Context: How do other countries govern themselves and what systems of election do they use.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Global citizenship</p>	<p>Title: Taking Citizenship action</p> <p>Context: Students are to research an issue they are interested in and get involved locally.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Research</p>	<p>Title: Taking Citizenship action/revision</p> <p>Context: Students are to research an issue they are interested in and get involved locally.</p> <p>Banding: Years 10—11</p> <p>Progression Area:</p>	<p>Title: Revision and Exams</p> <p>Context: Students to revise past papers and prepare for exams</p> <p>Banding: Years 10—11</p> <p>Progression Area:</p>
ASDAN Schedule Years 10—11	<p>Title: Rights and responsibilities</p> <p>Context: What its like to be part of a community, country and the world. Consider people responsibilities in society.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Global citizenship</p>	<p>Title: Rights and responsibilities</p> <p>Context: UNDHR, local councils and consumer rights.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Community/Global</p>	<p>Title: Community and volunteering</p> <p>Context: What is identity? How to get involved in your local community. What does diversity mean?</p> <p>Banding: Years 10—11</p> <p>Progression Area: British values/Social issues</p>	<p>Title: Community and volunteering</p> <p>Context: Identify volunteering organisations.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Volunteering</p>	<p>Title: Government and democracy Catch</p> <p>Context: What is democracy? How does government operate in the UK. MP’s. How is government made up.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Politics</p>	<p>Title: Government and democracy</p> <p>Context: Different Types of election. Different political parties and their structure.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Politics</p>
	<p>Title: Law and order</p> <p>Context: Why people need laws and how society deals with criminals.. How government makes legislation.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Crime</p>	<p>Title: Law and order</p> <p>Context: Capital punishment. Prison system. Civil unrest.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Crime</p>	<p>Title: Finance</p> <p>Context: Identify different financial services and ways of paying for things.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Finance</p>	<p>Title: Finance</p> <p>Context: Investigate banking, types of debt and how government help people in need.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Finance</p>	<p>Title: Global Citizenship</p> <p>Context: Global movement such as immigration, migration, asylum seekers</p> <p>Banding: Years 10—11</p> <p>Progression Area: Immigration</p>	<p>Title: Global Citizenship</p> <p>Context: Look at the roles of other countries and compare them to the UK.</p> <p>Banding: Years 10—11</p> <p>Progression Area: Global perspectives</p>