

## Citizenship department – GCSE Year 7 scheme of work

National curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908347/SECONDARY\\_national\\_curriculum\\_-\\_Citizenship.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1 +	<b>Identity:</b> Personal character and role models	<p>Key knowledge taught:</p> <p><b>Introduction to citizenship</b></p> <ul style="list-style-type: none"> <li>To identify ways to listen actively.</li> <li>To explain why studying Citizenship is important.</li> <li>To define and identify character strengths.</li> <li>To identify and describe positive role models.</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>To understand the difference between rights and responsibilities.</li> <li>To identify which rights are more important than others.</li> <li>To describe who street children are, how they ended up there and explain why they need help.</li> <li>To describe the Universal Declaration of Children’s Rights.</li> <li>To identify ways to help street children.</li> <li>To identify different UK political parties and what they stand for.</li> <li>To describe and explain how Parliament works.</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>To understand different reasons why people, bully.</li> </ul>	Active listening Character Strengths Role model Rights Responsibility Education Vote Health care Street children MP Journalist Vote Candidate Constituency Logo Policy Bully Self-esteem	<a href="#">Term 1 + 2 - Character Strengths and Democracy</a>

		<ul style="list-style-type: none"> <li>• To define bullying and identify the different types.</li> <li>• To identify solutions for bullying.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Personal development</li> <li>• Awareness of interpersonal and world issues</li> <li>• Social skills</li> <li>• Exam technique</li> <li>• Literacy, Comprehension, and Grammar</li> </ul>		
<b>Assessment point 1 - Democracy</b>				
Spring 1 + 2	<b>Social education:</b> World religions	<p>Key knowledge taught:</p> <p>To identify the key features of major World Religions: Buddhism, Christianity, Islam, Judaism, Hinduism, Sikhism:</p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Symbol</li> <li>• Gods</li> <li>• Holy book</li> <li>• Place of worship</li> <li>• How they worship</li> <li>• Leaders</li> <li>• Holidays</li> <li>• Core beliefs</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Empathy and tolerance</li> <li>• Awareness of world issues</li> <li>• Critical thinking</li> <li>• Exam technique</li> </ul>	<p>Afterlife</p> <p>Atheist</p> <p>Celebration</p> <p>Community</p> <p>Faith</p> <p>Holy book</p> <p>Monotheistic</p> <p>Polytheistic</p> <p>Prayer</p> <p>Theist</p> <p>Worship</p>	<a href="#">Term 3 + 4 - World Religions</a>

		<ul style="list-style-type: none"> <li>Literacy, Comprehension, and Grammar</li> </ul>		
<b>Assessment point 2 – World religions</b>				
Summer 1	<b>Keeping healthy:</b> Healthy living habits	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>To identify the different aspects of well being</li> <li>To explain how a healthy lifestyle can impact the different aspects of your wellbeing.</li> <li>To identify the key ingredients of a healthy diet and explain why it's important to eat healthier options.</li> <li>To understand the effects of sugar.</li> <li>To suggest ways to improve diet.</li> <li>To describe the short- and long-term effects of an unhealthy diet.</li> <li>To identify different types of diet.</li> <li>To identify and describe different types of exercise and explain why it is important.</li> <li>To describe and explain the impact diet has on sleep.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Healthy habits</li> <li>Exam technique</li> <li>Literacy, Comprehension, and Grammar</li> </ul>	Physical Emotional Social Carbohydrate Protein Dairy Dopamine Obesity Heart attacks Type 2 diabetes Vegan Vegetarian Pescatarian Keto Paleo Omnivorous Speed Strength Stamina Suppleness	<a href="#">Term 5.1 - Healthy living</a>
Summer 2	<b>Keeping healthy (RSE):</b> Puberty	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>To describe and explain the physical effects of puberty on male and female bodies.</li> <li>To identify where to go for support with issues during puberty.</li> <li>To describe and explain the emotional effects of puberty.</li> <li>To identify coping strategies for emotional effects of puberty.</li> <li>To understand what personal hygiene is and why it is important.</li> </ul>	Puberty Hormones Period Testosterone Erections Acne Dandruff Body odour	<a href="#">Term 5.2 - SRE</a>

		<ul style="list-style-type: none"> <li>To identify what it is to make sure we have good personal hygiene.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Exam technique</li> <li>Literacy, Comprehension, and Grammar</li> </ul>	Personal hygiene	
Summer 2	<b>Economic and financial capability:</b> Being a consumer	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>To understand the difference between wants and needs and to how budget money effectively.</li> <li>To understand what you need to consider when planning a trip.</li> <li>To compare prices of food items from different supermarkets.</li> <li>To describe what is meant by 'impulse buying' and 'shopping around'.</li> <li>To explain some ways supermarkets, seek to maximize sales.</li> <li>To use research skills and the internet to compare prices from different suppliers.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Exam technique</li> <li>Literacy, Comprehension, and Grammar</li> </ul>	Wants Needs Budget Impulse buyer Consumer Product Conscientious	<a href="#">Term 6 - Economic</a>
<b>Assessment point 3 – Keeping healthy</b>				