

Citizenship department – Year 11 PSHE and wellbeing scheme of work

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1	<p>Sociology/ citizenship: Crime and punishment (14-6 lessons)</p>	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To define ‘crime’ and ‘deviance and’ identify examples. • To categorise different types of crime and identify reasons why people commit crimes. • To explain what impact the Stephen Lawrence case has had on the UK. • To define the terms ‘racism’ and ‘anti-racism’. • To identify the legal age of responsibility in the UK and criminal ages of responsibility around the world. • To explain what impact the Jamie Bulger case has had on the UK. • To evaluate whether the age of criminal responsibility should be lowered. • To explain the extent of police powers including ‘stop and search’ and how it has been and is used in the UK. • To identify the role of prison and sentencing in the UK. • To evaluate if the UK justice system is successful compared with other models (Bastoy). <p>Key skills developed:</p> <ul style="list-style-type: none"> • Map/ timeline analysis • Empathy and tolerance • Film analysis • Awareness of the age of criminal responsibility and your legal rights including stop and search • Active listening and reading • Awareness of national and global issues • Critical thinking 	<p>Crime/ Deviance Violent Victimless Against person/ property/ state Sexual Corporate/ occupational Thrill seeking Social unrest/ exclusion Self-defence Opportunity Personal gain/ poverty Diversity Inclusion MacPherson Report Institutionalised Racism Double Jeopardy Law Positive Discrimination/ Action Race relations Equality Act 2010 doli incapax Reprimand CCTV Deterrence Protection Reform Retribution Reparation Incarceration</p>	<p>Term 1 - Crime and Punishment</p> <p>BBC Teach: The Murder that Changed a Nation: https://www.bbc.co.uk/teach/class-clips-video/citizenship-gcse-stephen-the-murder-that-changed-a-nation/zmncpg8</p>

		<ul style="list-style-type: none"> Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues 	Mitigating/ Aggravating factors Fine Discharge Y.O.I Community service Custodial sentence Compensation Restorative Justice	
Autumn 2	Economic and financial capability: Employment and budgeting (11 lessons)	Key knowledge taught: <ul style="list-style-type: none"> To apply for a job. To budget for a household and be able to adjust when circumstances change. Key skills developed: <ul style="list-style-type: none"> Practice using resources to support budgeting Write a CV, covering letter and an application form Identify where support is available Awareness of taxation system and minimum/ living wages Critical thinking Literacy, Comprehension, and Grammar 	Skills Experience CV Application Form Covering Letter Budget HMRC Public Spending Income Tax NI VAT Duties National Minimum/ Living Wage	Term 2 - Independent Living, Terrorism & Preparing for Exams
	Economic and financial capability: Exam prep (4 lessons)	Key knowledge taught: <ul style="list-style-type: none"> To identify methods and techniques used to prepare for and sit exams effectively. Key skills developed: <ul style="list-style-type: none"> Time management Exam technique Revision techniques e.g. Leitner System, Cornell notes Identify where support is available 	Eisenhower matrix Prioritisation Leitner System Cornell Method	
Assessment point 1 - Learning not assessed through written assessments.				
Spring 1	Keeping healthy:	Key knowledge taught: <ul style="list-style-type: none"> To explore whether RSE should be taught in schools. 	FRIES Hormonal	Term 3 - RSE

	<p>Safer sex, abortion and parenting</p> <p>(10 lessons)</p>	<ul style="list-style-type: none"> To explain the importance of communication and consent including the main laws and legal consequences around sexual behaviour including age of consent in the UK and around the world, affirmative consent, sexual harassment, coercion, sexual assault, rape, sex between minors, pornography, sexting, CSE, revenge porn and upskirting. The physical aspects of sexual relationships including terms such as intimacy, methods of contraception, STIs, conception and parenting (rights and responsibilities). <p>Key skills developed:</p> <ul style="list-style-type: none"> Healthy lifestyle options Condom demo Empathy and tolerance Film analysis Identify where support is available Summarise information Awareness of the law and legal consequences Awareness of national and global issues Critical thinking Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues 	<p>Barrier Natural Combination Sterilisation Viral Bacterial Parasitic Fertility/infertility Planned/unplanned pregnancy Adoption Abortion Miscarriage</p>	
<p>Spring 2</p>	<p>Global perspectives: Globalisation, modern slavery and McMafia</p> <p>(4 lessons)</p>	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> To explain the term 'globalisation' and how this has impacted to organised crime. To explain what impact the Fall of the Soviet Union had on Russia and organised crime (link to GCSE History). To identify different forms of modern slavery, their key features and why they still exist today. <p>Key skills developed:</p> <ul style="list-style-type: none"> Empathy and tolerance Film analysis 	<p>Supply & demand Individualism Transnational Trafficking Smuggling Cyber crime Laundering Mafia Forced labour Child Slavery Domestic work</p>	<p>Term 4 - Moral Thinking & Global Challenges</p>

		<ul style="list-style-type: none"> • Identify where support is available • Active listening and reading • Summarise information • Awareness of national and global issues • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion • Opportunity to debate and discuss issues 	Bonded Labour	
	<p>Global Perspectives: Terrorism and radicalisation (3 lessons)</p>	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To identify different types of terrorism, terrorist groups and examples of attacks. • To explain why some people, get involved in terrorist activity including the use of radicalisation. • To identify how to respond in a terrorist attack. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Empathy and tolerance • Active listening and reading • Summarise information • Film analysis • Identify what to do in a Terrorist attack (NSPCC) • Awareness of national and global issues • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion • Opportunity to debate and discuss issues 	<p>Freedom fighters Terrorism Extremism State Religious Right/ left wing Separatist Al Quadea IRA FARC ETA Hezbollah Taliban RAF ISIS PKK Ku Klux Klan Boko Haram 9/11 Yazidi Communities Bombing Sri Lankan Police Oklahoma City Bombing Belsan School Siege The Grand Mosque Seizure Madrid Train Bombing</p>	

			Pan Am Flight London Transport Bombing World Trade Centre Paris Attacks Demonising Dehumanisation	
	Social education: Moral thinking (4 lessons)	Key knowledge taught: <ul style="list-style-type: none"> To explain the concepts 'philosophy', 'ethics' and 'moral reasoning'. To use philosophical concepts/ schools to argue moral dilemmas/ thought experiments including ideas about right vs. wrong, Ignorant Bliss Paradox, Prisoners Dilemma, Armageddon, and existence of God. Key skills developed: <ul style="list-style-type: none"> Active listening and reading Critical thinking Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues 	Utilitarianism Deontological Value Judgement Action vs Inaction Doctrine of Double Effect Justice Moral Obligation Universal Law Omnibenevolent Omnipotent Omniscient Monotheistic Atheist Theist	
Assessment point 2 Learning not assessed through written assessments.				
Summer 1 & 2	Weaving wellbeing: Carousel of activities	Key knowledge taught: <ul style="list-style-type: none"> Mindful colouring Puzzles/ board games Sensory garden Film Yoga/ Martial Arts TBC Key skills developed: <ul style="list-style-type: none"> Revisit Mental Health Action Plan Practice using resources to support MH e.g., Stress bucket, Self-care calendar Empathy and tolerance 		Term 5 & 6 - Weaving Wellbeing

		<ul style="list-style-type: none">• Identify where support is available		
Assessment point 3 - Learning not assessed through written assessments.				