

Bradfield School - Curriculum Area Booklets.

Subject name: Citizenship and PSHE

This booklet contains information about what your child will be studying during years 7, 8 and 9.

Year group	Content
Year 7:	
An introduction to Citizenship/PSHE	<i>This introductory module explores the differences between Citizenship and PSHE and goes on to explain how students can be active and responsible Citizens in the school community. It focuses on the school council and students use the election of school council representatives to gain understanding of democracy.</i>
PSHE: Transition module – SEAL	<i>The SEAL transition module explores and develops student’s emotional intelligence focusing on alleviating their worries and concerns about transition to secondary education and strategies for success.</i>
Citizenship: Democracy and Justice	<i>Using ‘Lord of the flies’ as a stimulus, students develop an understanding of the difference between a democracy and dictatorship going on to relate their work to topical issues wherever possible.</i>
PSHE: Health	<i>This module of work considers what we mean by health in the holistic sense of the word and explores a range of factors that affect health including diet, exercise and smoking.</i>
Citizenship: Rights and Responsibilities	<i>Having learnt about the Universal Declaration of Human rights students use case studies to explore issues related to this.</i>
PSHE: SRE	<i>Students start what is a series of modules about Sex and relationships education focusing on the impact both physical and emotional of puberty.</i>
PSHE: Careers	<i>Students start to explore career families and potential career paths. Tasks are designed to develop decision making skills and to help develop confidence in own abilities in order to ensure that students aim high.</i>
Citizenship: Identity and Diversity	<i>Students consider what is meant by identity and factors that have influenced their own identity leading to work about successful communities and community cohesion.</i>
Supporting your child, what can you do to help?	<i>Homework is given on a regular but not necessarily weekly basis and should take at least 30 mins to complete. It would be a great help if parents could encourage students to aim for their best work rather than merely to complete the task.</i>

	<p><i>It is often necessary to research around a topic and students should be encouraged to use a range of sources and to ensure that they don't simply copy.</i></p> <p><i>As your son/daughter progresses through the school they will be required to complete a CV and possibly a progress file and so keeping certificates and encouraging them to gain experiences that would add to these documents would be valuable.</i></p>
<p>Year 8: Citizenship: Rights and Responsibilities</p> <p>PSHE:SRE : Alcohol</p> <p>Citizenship: Local Government</p> <p>PSHE : Bullying : Self Esteem</p> <p>Citizenship: Sustainable communities</p> <p>PSHE: Careers education Financial Awareness</p>	<p><i>This module of work focuses on Young people and the Law. They explore how the law relates to young people, why young people commit crimes and the consequences of doing so. They go on to consider and debate the age of criminal responsibility and also interview our community police officer about his role. The Mock Trial competition is an extra curricular activity linked to this module.</i></p> <p><i>Students build on the year 7 module by looking at family, successful relationships and coping with changing relationships. They discuss a range of dilemmas' and learn to express and justify their views.</i></p> <p><i>Student study the short and long term health affects of Alcohol as well as exploring the social impact of excessive drinking and using case studies to explore issues relating to drugs.</i></p> <p><i>Students look at how our local area is governed and participate in a mock election basing their campaign on real issues. Students carry out research about their local area and act as advocates by writing to their local councillor.</i></p> <p><i>In this module the students consider what is meant by the term bullying, the characteristics of a bully and strategies to deal with the situation if they find themselves the victim of a bully. They go on to look at self esteem, why having a high self concept is important and how to boost your self esteem.</i></p> <p><i>Having considered what is meant by sustainable development student explore how, as responsible citizens we can best reduce our carbon footprint before going on to mount a campaign to raise awareness and persuade the school community to be more environmentally aware.</i></p> <p><i>Students start to evaluate their skills, qualities and career goals with the aim of ensuring that they take responsibility and proactively seek opportunities to enhance their CV and have the best chance of achieving their goals.</i></p>

<p>Supporting your child, what can you do to help?</p>	<p><i>Students are set regular homework that should take between 30 -45 minutes per week. It would be beneficial if parents could encourage their son/daughter to complete the tasks set to the best of their ability, to research from a wide range of sources if needed and to meet deadlines set.</i></p> <p><i>Again, encouraging students to consider their career goals and take active steps towards ensuring they have the right experience and evidence for their CV is invaluable.</i></p>
<p>Year 9: Citizenship: Central Government</p> <p>PSHE: Careers</p> <p>Citizenship: Rights and Responsibilities</p> <p>PSHE: Drugs</p> <p>Citizenship: Britain's place in the world</p> <p>PSHE: SRE</p> <p>:Financial awareness</p>	<p><i>Students look at how our country is run, how laws are passed and the issues that concern the students at a national level. They go on to invent their own political party, to compare the UK with other systems of government and develop discursive essay writing skills by exploring issues such as whether the voting age should be changed and the reasons for voter apathy.</i></p> <p><i>In readiness for the KS4 options choices, students learn how to match their skills to careers, to research careers using a range of sources and to consider option choices that might match their career aspirations, skills and abilities. An individual learning plan is written and used as the basis for an individual interview about careers options.</i></p> <p><i>Building on year 7 and 8 work about rights and responsibilities, students consider police rights, terrorism laws, equal opportunities and surveillance society in relation to our human rights. They hold a formal debate about a key human rights issue eg abortion and develop discursive writing skills.</i></p> <p><i>Students discuss the issue of drugs and find out about the risks associated with a range of substances. They consider reasons why some people take drugs and impact on family and society as well as strategies to avoid peer pressure.</i></p> <p><i>This module of work looks at Britain's place in the world focusing on the EU, the UN and the commonwealth.</i></p> <p><i>In year 9 SRE, building on work in previous years students consider what makes a successful relationship, are taught about safe sex, methods of contraception and sexually transmitted diseases. They go on to</i></p> <p><i>This module of work considers the role of money, methods of payment, mortgages and debt.</i></p>
<p>Supporting your child, what can you do to help?</p>	<p><i>Encouraging your son/daughter to keep abreast of current affairs by watching news programmes, reading the newspapers and discussing topical issues will give them, it</i></p>

	<i>would be hoped, the confidence to actively participate in class discussions.</i>
--	---