



PSHE and Citizenship Programme of Study

Clitheroe Royal Grammar School - PSHE and Citizenship Programme of Study

Year 7

Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
PSHE <i>Relationships</i> Managing change	3	PSHE Specialist	<ul style="list-style-type: none"> • I can recognise my own worth • I understand how other people see me • I can respond positively to challenges and disappointment • I can maintain positive relationships and resist bullying • I can recognise how my relationships and networks have developed or changed • I can recognise what my roles and responsibilities are in different relationships • I can recognise how my relationships affect my self-esteem and wellbeing • I can recognise how my behaviour affects the wellbeing of others • I am able to manage strong emotions • I can cope with feelings of loss and change • I understand the needs of others • I know how to support and help others
	2	Form Teacher	<ul style="list-style-type: none"> • I can manage the transition between primary school and secondary school • I can respond positively to changes in expectations of me • I can reflect positively on my skills and abilities • I am able to describe the differences between fixed and growth mindsets
PSHE <i>Health and Wellbeing</i> 'Reproduction'	(7)	Year 7 Science Teacher in Year 7 Science lessons	<ul style="list-style-type: none"> • I can describe how my body is changing and what I might expect in the future • I can describe physical and emotional changes at puberty and manage these changes • I know the basic facts about sex and reproduction • I understand what affects my attitudes to sex and relationships including family life and marriage • I can say where and how to access the support I might need
PSHE <i>Health and Wellbeing</i> Healthy Lifestyles	5	Form Tutor	<ul style="list-style-type: none"> • I know what factors make up my health profile • I can make informed choices about my health • I can recognise what influences decisions about my health • I can make positive choices about my health with confidence • I understand that health is physical and mental • I am able to use personal coping strategies • I can assess risk at home, at school and in the wider community • I am willing to try new ideas • I can face challenges safely

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PSHE <i>Living in the Wider World</i> Learning to Learn	2	Form Tutor with support from the Learning Resource Manager	<ul style="list-style-type: none"> • I can describe how people learn and can identify a range of factors that affect learning • I know what my preferred learning style is and can apply this to my personal development to set goals • I know what opportunities are open to me and what will support or hinder me in making the best of these • I know how to manage my time effectively including personal study time • I have audited my independent learning skills and identified areas to develop
	5	Form Tutor	<ul style="list-style-type: none"> • I understand how well I can work with others and on my own • I can demonstrate effective communication skills for group work • I can make a presentation to an audience • I know how to motivate myself to overcome challenges • I understand the requirements of the world of work • I can explain what is meant by a career and give examples from people I know • I can recognise and challenge stereotypes that may limit my career choices and aspirations • I can describe my personal aspirations, skills and qualities
PSHE <i>Living in the Wider World</i> Personal Finance	5	PSHE Specialist	<ul style="list-style-type: none"> • I can manage my own money • I know how to get value for money for the things I buy • I can explain how I could save any spare money I may have • I understand how enterprising I am in my own life • I can explain how businesses are organised • I am able to demonstrate understanding of different types of economy—local, national and global • I can explain what a trade union is and why they are important
PSHE <i>Living in the Wider World</i> Moving On	1	Form Tutor	<ul style="list-style-type: none"> • I am able to reflect on the transition from primary to secondary school • I can identify what factors have affected my transition to secondary school • I can plan to overcome any barriers I am facing at secondary school • I can identify my personal strengths and build on them
PSHE <i>Living in the Wider World</i> Exam Skills	2	Form Tutor with support from the Learning Resource Manager	<ul style="list-style-type: none"> • I know how to plan for revision periods • I have used a range of revision strategies and know which ones are most effective for me • I know how to keep myself healthy during exams • I can set achievable personal targets and can identify how I will work towards achieving these

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Citizenship <i>Identity and Diversity</i> Who am I?	4	Form Tutor	<ul style="list-style-type: none"> • I understand what factors and personal history shape my immediate identity • I understand how and why my community has changed over time • I recognise the basic factors that make a cohesive community and can celebrate and recognise diversity and the need for tolerance, respect and freedom • I know what it means to be a citizen within my 'community' and how I can influence change • I understand who and what influences change in my community
Citizenship <i>Rights and Responsibilities</i> Rules in Society	4	Form Tutor	<ul style="list-style-type: none"> • I understand the importance of rules in my family, my school and society • I know how rules are determined and can describe the rules in my home and my school • I understand the importance of laws in maintaining order and resolving conflict in my community • I can describe the responsibilities I have within my family, school and society. • I understand what rights I have as a young person and how these are protected • I understand that I have to balance my rights with responsibilities and the need for rules
Citizenship <i>Democracy and Justice</i> Local Decision Making	3	Form Tutor	<ul style="list-style-type: none"> • I understand how decisions are made at home, school and local community and how I can contribute to the process • I can describe what Local Government does and how their decisions can affect my life • I have had the opportunity to try to bring about change in my local community

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Year 8

Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
PSHE <i>Relationships</i> My Identity	4	PSHE Specialist	<ul style="list-style-type: none"> • I can make the most of my strengths and take responsibility for my personal targets • I understand what support I need from others and how I can support others • I can recognise the achievements and worth of others • I understand that relationships may change or develop • I can be assertive without being aggressive and manage conflict with confidence • I can recognise and respond appropriately to difference and diversity within my community • I can show empathy and understanding towards those who chose to live their lives in different ways • I recognise how prejudice and discrimination affects wellbeing
PSHE <i>Health and Wellbeing</i> Drugs and Alcohol	3	PSHE Specialist	<ul style="list-style-type: none"> • I can state basic information about medicines, tobacco and alcohol • I can state basic information about drugs, effects, availability and the law • I know my rights and responsibilities • I am able to assess risks associated with drugs and substance use • I can identify how I am affected/influenced by advertising and promotion of alcohol • I can recognise and deal with pressure and persuasion • I am able to demonstrate what to do in an emergency • I can explain how I can support others in managing risk situations • I can state where I can find information, support and guidance
PSHE <i>Health and Wellbeing</i> Dealing with Risk	3	Form Tutor	<ul style="list-style-type: none"> • I am able to identify risk in situations and know how to minimise the risk • I can manage my feelings towards risk • I am able to resist unwanted pressure • I can identify factors that affect my physical and mental wellbeing • I can support and ensure the safety and wellbeing of others • I know how and where to access the support I might need
PSHE <i>Health and Wellbeing</i> Positive Mental Health	2	Form Tutor	<ul style="list-style-type: none"> • I can describe what is meant by emotional health and wellbeing • I know that it is normal to feel upset, sad or low sometimes • I can describe the aspects of my wellbeing can I influence • I can act to ensure strong emotions or difficult times in my life don't overwhelm me • I understand why I might sometimes feel like I am not good enough • I know what I can do to make myself feel better • I know where I can get more help and support

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PSHE <i>Living in the Wider World</i> Choices in my Future	4	Form Tutor	<ul style="list-style-type: none"> • I am learning how to develop skills for future life • I can explain where and how to get different sources of information, including labour market information and use it to inform my future plans • I can assess personal risks which may affect my employability and lifestyle • I understand the range of 14-19 pathways and the importance of achieving qualifications • I can describe my personal learning targets • I can state examples of different types of work: voluntary, employment, self-employment
PSHE <i>Living in the Wider World</i> Being a Consumer	4	Form Tutor	<ul style="list-style-type: none"> • I understand family budget management • I am able to explain how to borrow money to buy a house or car • I can explain how and why it is important for me to know how and where products are made • I can get money back for faulty goods • I understand the positive and negative aspects of taking financial risk
PSHE <i>Living in the Wider World</i> Study Skills	1	Form Tutor with support from the Learning Resource Manager	<ul style="list-style-type: none"> • I know how to plan for revision periods • I have used a range of revision strategies and know which ones are most effective for me • I know how to keep myself healthy during exams • I can set achievable personal targets and can identify how I will work towards achieving these
PSHE <i>Living in the Wider World</i> Effective Communication	2	Form Tutor	<ul style="list-style-type: none"> • I can maintain a positive self-image even under pressure • I can describe the emotions and physical state associated with confidence and assertiveness • I understand the need to send clear verbal and non-verbal messages • I can describe how we communicate with others and how to develop my own communication skills
Citizenship <i>Identity and diversity</i> Living together in the UK	3	Form Tutor	<ul style="list-style-type: none"> • I can understand how and why Britain is a multi-cultural and multi-faith society • I recognise the benefits of living in a multi-cultural and multi-faith society and the importance of tolerance and respect • I can describe the common features that unify groups and identities in the UK • I understand what makes a 'British Citizen', including the legal and human rights and responsibilities that underpin society
Citizenship <i>Rights and Responsibilities</i> The Justice System	4	Form Tutor	<ul style="list-style-type: none"> • I can explain why society needs laws and rules • I know the legal ages for different activities and understand their purpose • I understand what happens to young people who break the law • I understand my rights within the justice system and that I have a responsibility to uphold the law • I can discuss situations in which rights and responsibilities conflict and how society balances this conflict

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<p>Citizenship <i>Democracy and Justice</i></p> <p>How does national government work?</p>	6	Form Tutor	<ul style="list-style-type: none"> • I understand the role and purpose of national government • I can explain how members of Parliament are elected and what they do • I can explain the difference between Parliament and Government • I understand what it means to live in a democracy and the importance of using my right to vote • I have used my 'voice' and influenced change on an issue of importance to me • I can assess the role of the media in informing and influencing public opinion and in holding Parliament and Government to account

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Year 9

Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
PSHE Relationships Dealing with Change and Pressure	5	PSHE Specialist	<ul style="list-style-type: none"> • I can explain what factors contribute to my personal identity, including sexual identity and maintain a positive self-image even under pressure • I understand the effect of prejudice and discrimination directed at myself and others and challenge offensive and abusive behaviour • I understand how different faiths, cultures and beliefs affect lifestyle choices and can challenge prejudice and discrimination confidently • I understand personal change in my life in the present and future • I can form and maintain positive relationships • I can recognise when relationships may need to change or end able to deal with change, including strong feelings and emotions • I can find and select information, support and guidance
PSHE Health and Wellbeing Sex and Relationships	(12)	PSHE Specialist in Technology Rotation	<ul style="list-style-type: none"> • I can state the facts about sex and reproduction • I can describe the benefits and appropriateness of different forms of contraception • I can use negotiation skills within relationships • I understand my own sexuality and sexual orientation • I recognise the importance of loving stable relationships for family life including marriage • I recognise my own personal values and attitudes to sex within relationships and that of others • I can say how and where to access information and support about sexual activity and relationships • I can explain my views on the place of sex within a positive relationship • I can make clear my own needs, and wishes and respect those of others in a relationship • I can understand ideas of sexuality and sexual orientation and use these to manage my relationships • I am able to recognise strong emotions and feelings and can manage these to make positive choices • I am able to understand the risks associated with sexual activity • I can recognise and deal with pressure and persuasion • I am able to find and select reliable information, support and guidance
PSHE Health and Wellbeing My Own Health	3	PSHE Specialist	<ul style="list-style-type: none"> • I know what factors affect my wellbeing • I am able to take responsibility for my own wellbeing • I can use strategies to protect my mental health • I am able to recognise when those close to me need help • I know how to select accurate and useful information and support • I can say where to get the help and support I and others might need

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PSHE <i>Health and Wellbeing</i> First Aid	1	PSHE Specialist	<ul style="list-style-type: none"> • I know how to respond to a medical emergency • I can carry out basic emergency first aid • I know how to develop my first aid skills through the Heartstart programme or other opportunities
PSHE <i>Health and Wellbeing</i> e-safety	2	Form Tutor with support from	<ul style="list-style-type: none"> • I can describe how to keep my personal information safe while using the internet • I know how to balance the risks and benefits of technology use • I recognise the control I have over images and videos and when I would be acting illegally by storing images or videos • I understand my rights and responsibilities when using social media and know how to access help and support when needed
PSHE <i>Living in the Wider World</i> Positive Psychology and Mindsets	3	Form Tutor	<ul style="list-style-type: none"> • I can describe the processes that occur in the brain when people learn • I know that the brain has huge potential for learning • I can describe what is meant by 'happiness' and know how to achieve it in my own life • I can describe how mindsets interact with personal success and failure • I understand the difference between intrinsic and extrinsic motivation and know how to use this to develop my own approach to learning • I can describe the principles of Positive Psychology and know how to apply these to my own development • I can recognise my own strengths and build on them
PSHE <i>Living in the Wider World</i> GCSE Choices and Beyond	4	Form Tutor	<ul style="list-style-type: none"> • I understand the different pathways available for the 14-19 stage of my education • I can describe my plans for the transition into the 14-19 stage and understand how my choices will affect my future aspirations • I understand how well my needs, skills, interests, values, abilities and attitudes suit my chosen pathway for 14-19 • I can state where and how I might get the support and information I might need • I can describe my personal learning targets • I understand whether my future plans reflect the main trends for employment • I understand my employment rights and responsibilities
PSHE <i>Living in the Wider World</i> Options	1	Form Tutor with Head of Year	<ul style="list-style-type: none"> • I have explored the options process with my form tutor and had opportunity to discuss my personal choices with a senior member of staff • I am aware of the subject areas that would not be accessible at post-16 without GCSE study • I know how to gain further advice and guidance on the options process and on career pathways

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PSHE <i>Living in the Wider World</i> Exam Skills	1	Form Tutor with support from Learning Resource Manager	<ul style="list-style-type: none"> I have developed my exam technique including knowing how to plan answers, how to use the command words in questions to structure my responses and how to time myself effectively during exams I know how to approach exam periods, including how to keep myself healthy
PSHE <i>Living in the Wider World</i> My Skills	1	Form Tutor	<ul style="list-style-type: none"> I have compiled a record of my personal and academic development during Key Stage 3 I can identify how and when I have developed key skills that are valued by post-16 education providers and employers I can use the information about my skills to write an application or personal statement
PSHE <i>Living in the Wider World</i> Economics and Enterprise	4	PSHE Specialist	<ul style="list-style-type: none"> I can plan the finances of a small business to make a profit I can demonstrate a range of enterprise skills, attitudes and qualities I can explain a range of basic economic and business terms I can describe the factors that influence the UK's economy and identify how these impact on me I can identify the impact of global economic conditions on the UK I can describe the benefits and drawbacks of free markets such as the European Union I can evaluate the current condition of the UK economy and know how I could use this information to plan my personal finances
Citizenship <i>Identity and diversity</i> Global Citizenship	6	Form Tutor	<ul style="list-style-type: none"> I understand what it means to be a 'global citizen' I can explain the UK's relations with the European Union, the rest of Europe, the Commonwealth, the United Nations and the world as a global community I have explored a range of controversial issues related to social justice and diversity and have had the chance to advocate and campaign on behalf of others I recognise my responsibilities as a global citizen and can evaluate my own actions in relation to sustainable practices I can compare my own human rights with that of children and young people in the developing world I can weigh up the ethical and economic conflict of supporting fair trade organisations I understand the concept of 'free speech' in upholding diversity of views whilst promoting tolerance, respect and understanding
Citizenship <i>Democracy and Justice</i> The European Union	6	Form Tutor	<ul style="list-style-type: none"> I understand Britain's relationship with the European Union I understand the influence of the European Union on my life and my country I know how MEPs are elected and what they do I can compare democracy with other forms of government in different parts of the world and reflect on historical events I have had the opportunity to participate in a Citizenship campaign

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Year 10

Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
PSHE <i>Health and Wellbeing</i> Drugs and Alcohol Education	6	PSHE Specialist in the PSHE rotation	<ul style="list-style-type: none"> • I can describe the effects of drugs, the law and availability and reliability of drugs • I can explain my views about issues concerning the illegal status of drugs • I understand the mental health risks associated with misuse of drugs and alcohol • I can explain the risks involved in drug, alcohol and tobacco use • I can explain how drug use may affect my relationships with others reflect on and evaluate my decisions related to risk • I can explain how I can support others in managing risk situations • I can state where I can find information, support and guidance
PSHE <i>Health and Wellbeing</i> Managing my own health	5	Form Tutor	<ul style="list-style-type: none"> • I can identify where in my life I find and enjoy positive experiences and am aware of and can manage my own attitudes and feelings towards health risk • I can assess and manage risk in the short and long term • I understand what my responsibility is to prevent illness and poor health • I can recognise what alternative therapies are available and their suitability for me • I am able to resist unhelpful pressure that would affect my health • I can exercise positive pressure on others and support them in risky situations • I am able to ask confidently for support and help from others
PSHE <i>Living in the Wider World</i> Career Development and Choice	6	Form Tutor	<ul style="list-style-type: none"> • I am able to manage the transition into GCSE study • I can select strategies to help me learn effectively during personal study time • I can explain my rights and responsibilities in the workplace • I can recognise how work experience has informed my career plans • I am able to explore opportunities and review my career plan • I can recognise and reject learning and work stereotypes • I am able to select accurate and useful information about learning pathways and work • I can describe my personal learning targets • I am able to state where and how to access reliable information and guidance
PSHE <i>Living in the Wider World</i> Work Experience	1	Form Tutors, Head of Year and Work Experience Coordinator	<ul style="list-style-type: none"> • I can recognise how work experience prepares me and helps me to plan for the world of work • I can describe the expectations of me during a work placement • I recognise the rights and responsibilities of employers during work experience placements

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PSHE <i>Living in the Wider World</i> Post-16 Transition and Employment	5	Form Tutor	<ul style="list-style-type: none"> • I know that I am entitled to a place in learning after 16 and where I can access information about post 16 learning options and progression routes • I am able to identify how well I am prepared for post 16 transition and am able to complete an application, CV and prepare for interview • I can describe the changing patterns of employment – local, national, global – and act on my career plans. • I recognise how patterns of employment are influenced by economic forces • I am able to articulate my personal aspirations, using personal skills and qualities to set goals • I can access good impartial information and guidance • I can assess the relevance and reliability of information and guidance • I understand how my experiences and achievements play a part in my future plans
PSHE <i>Living in the Wider World</i> Economics and Enterprise	6	PSHE Specialist in the PSHE rotation	<ul style="list-style-type: none"> • I can explain the structure and function of businesses in the public, private and voluntary sector • I can understand how businesses plan their finances to make a profit • I can understand how competition regulates business and encourages enterprise • I can understand how and when governments exercise control over business and enterprise • I am able to identify my enterprising skills and know how I can develop them • I can see how enterprising skills and attitudes affect my life and learning • I can critically evaluate a range of goods and services • I know my rights as a consumer and am confident in exercising those rights
PSHE <i>Living in the Wider World</i> Study Skills	3	Form Tutor with support from Learning Resource Manager	<ul style="list-style-type: none"> • I know how to prepare for examinations, including how to keep myself healthy • I have a range of learning strategies • I am able to motivate myself to learn effectively • I can plan for revision periods • I have tried a range of revision strategies and know which are most effective for me • I have strategies to cope with conflicting pressures from different areas of my life and from different subjects • I know how to prioritise my attention and am aware of how much time I spend on different activities • I have evaluated the benefits of a range of ways to use my personal study time and know which are the most effective for me
Citizenship <i>Identity and Diversity</i> Celebrating Diversity	3	Form Tutor	<ul style="list-style-type: none"> • I understand what it means to be an active citizen in my community and how I can influence change • I can recognise and celebrate the diverse nature of my community • I have explored a range of strategies to help make Britain a more cohesive society and can make recommendations for change

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Citizenship <i>Rights and Responsibilities</i> Human Rights	6	Form Tutor	<ul style="list-style-type: none"> • I know the rights and responsibilities of employers and employees • I understand my rights as a consumer and how they can be protected • I can explore the issue of human rights and recognise the need for checks and balances in terms of freedom of speech in the context of extremism or terrorism • I have had the opportunity to campaign to raise awareness of human rights issues • I understand the need to work within the law when trying to effect change
Citizenship <i>Democracy and Justice</i> Government and Democracy	6	Form Tutor	<ul style="list-style-type: none"> • I can compare democracy with other forms of government, drawing conclusions about what is fair and unfair • I understand the policies and values of the main political parties in the UK • I understand the reasons for and achievements of devolved governments • I can explain whether I will use my right to vote and give justifications for my answer • I can assess information from the media in terms of reliability and accuracy • I have participated in decision making activities and helped to make a difference in my school or community

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Year 11

Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
<p>PSHE <i>Relationships</i></p> <p>Relationships and Parenting</p>	5	PSHE Specialist in the PSHE rotation	<ul style="list-style-type: none"> • I can explain my views on the place of sex within a positive relationship • I can make clear my own needs, and wishes and respect those of others in a relationship • I can understand ideas of sexuality and sexual orientation and use these to manage my relationships • I am able to recognise strong emotions and feelings and can manage these to make positive choices • I am able to understand the risks associated with sexual activity • I can recognise and deal with pressure and persuasion • I am able to find and select reliable information, support and guidance • I can explain the roles and responsibilities of parents, carers and other family members • I understand what I have learned about parenting from my own experiences • I can describe the skills for good parenting and how people may view their role differently • I understand the role and benefits of marriage/civil partnerships in stable relationships family life • I can identify how well I am prepared for parenthood • I am able to manage conflicting relationships from family and friends • I am able to understand the new demands on my skills to build and maintain relationships with others after I am 16
<p>PSHE <i>Health and Wellbeing</i></p> <p>Managing my own health and dealing with risk</p>	5	PSHE Specialist in the PSHE rotation	<ul style="list-style-type: none"> • I can understand how my lifestyle choices are affected by my environment and circumstances • I recognise the impact of lifestyle choices on my future health and wellbeing • I can make informed and positive choices to protect, check and maintain my health assessing the risks in relation to drugs, alcohol and personal safety • I am able to reflect upon and evaluate my choices • I can cope with external sources of stress and pressure and know how to balance my life to protect my emotional health and wellbeing • I can explain the causes and symptoms of mental and emotional ill health and understand the strategies for addressing and preventing these • I am able to achieve balance to lead a fulfilled life, recognising the importance of risk assessment and management

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Subject, Theme Topic	Hours	Delivered by	Learning Outcomes
<p>PSHE <i>Health and Wellbeing</i></p> <p>Positive Psychology and Mindsets</p>	3	Form Tutor	<ul style="list-style-type: none"> • I can describe the processes that occur in the brain when people learn • I know that the brain has huge potential for learning • I can describe what is meant by 'happiness' and know how to achieve it in my own life • I can describe how mindsets interact with personal success and failure • I understand the difference between intrinsic and extrinsic motivation and know how to use this to develop my own approach to learning • I can describe the principles of Positive Psychology and know how to apply these to my own development • I can recognise my own strengths and build on them
<p>PSHE <i>Living in the Wider World</i></p> <p>Post-16 Transition – Personal Statements</p>	2	Form Tutor	<ul style="list-style-type: none"> • I know that I am entitled to a place in learning after 16 and where I can access information about post 16 learning options and progression routes • I am able to identify how well I am prepared for post 16 transition and am able to complete an application, CV and prepare for interview • I am able to articulate my personal aspirations, using personal skills and qualities to set goals • I can access good impartial information and guidance • I can assess the relevance and reliability of information and guidance • I understand how my experiences and achievements play a part in my future plans
<p>PSHE <i>Living in the Wider World</i></p> <p>Managing Personal Finances</p>	2	Form Tutor	<ul style="list-style-type: none"> • I can understand how my post 16 plans will affect my finances • I am able to identify what services and tools can help me to manage my personal finances • I can select financial products informatively • I am able to identify what life experiences and events might impact on my finances • I am able to deal with life experiences and events which affect me • I can identify when I may have to face social and moral dilemmas about the use of money

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<p>PSHE <i>Living in the Wider World</i></p> <p>Preparing for Exams and Beyond</p>	<p>10 (including one week of mock exams)</p>	<p>Form Tutor with support from the Learning Resource Manager</p>	<ul style="list-style-type: none"> • I know how to prepare for examinations, including how to keep myself healthy • I have a range of learning strategies • I am able to motivate myself to learn effectively • I can plan for revision periods • I have tried a range of revision strategies and know which are most effective for me • I know how to structure an essay • I can research a topic using a range of sources • I can use standard systems of referencing sources • I understand what is meant by plagiarism and know how to respectfully use intellectual property in my own work • I understand the different expectations of post-16 study and I have strategies to cope with them • I have had the opportunity to complete a post-16 taster session in a subject I am interested in • I have prepared for and completed a mock interview • I have reflected on my ability to articulate my personal skills and have set targets for developing my interview technique • I understand how raising the participation age (RPA) affects my plans beyond age 16 and have had opportunity to explore a range of education and training opportunities that would lead to employment
<p>PSHE <i>Living in the Wider World</i></p> <p>Moving On</p>	<p>2</p>	<p>Form Tutor</p>	<ul style="list-style-type: none"> • I have made a record of my personal and academic development during my time at secondary school • I have reflected on my individual needs as I move to post-16 education • I have completed a transition profile • I have completed an exit survey
<p>Citizenship <i>Identity and Diversity</i></p> <p>Globalisation</p>	<p>3</p>	<p>Form Tutor</p>	<ul style="list-style-type: none"> • I understand what is meant by globalisation • I can explain the benefits and drawbacks of living in a global society • I have explored issues related to sustainable development and the environment • I recognise my own responsibilities as a global citizen and know how I can influence change

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<p>Citizenship <i>Rights and Responsibilities</i></p> <p>Campaigning for Change</p>	6	Form Tutor	<ul style="list-style-type: none"> • I understand the role of pressure groups and voluntary organisations in influencing change and the need to campaign within the law • I understand the role of the police and criminal justice system in maintaining law and order and my responsibilities to work within the law • I recognise the need to balance my freedoms, rights and responsibilities • I have explored a range of political, social and ethical issues facing society • I know how change can be secured in my school, local community, nationally and internationally • I know the features of an effective campaign • I have participated in a campaign to bring about change and have evaluated the impact of my actions

How the curriculum fits together Year 7-11

PSHE

Relationships

<p>Year 7</p> <p><i>PSHE – Relationships: Managing change (Delivered by PSHE Specialist)</i></p> <ul style="list-style-type: none">• I can recognise my own worth• I understand how other people see me• I can respond positively to challenges and disappointment• I can maintain positive relationships and resist bullying• I can recognise how my relationships and networks have developed or changed• I can recognise what my roles and responsibilities are in different relationships• I can recognise how my relationships affect my self-esteem and wellbeing• I can recognise how my behaviour affects the wellbeing of others• I am able to manage strong emotions• I can cope with feelings of loss and change• I understand the needs of others• I know how to support and help others <p><i>PSHE – Relationships: Managing change (Delivered by Form Tutor)</i></p> <ul style="list-style-type: none">• I can manage the transition between primary school and secondary school• I can respond positively to changes in expectations of me• I can reflect positively on my skills and abilities• I am able to describe the differences between fixed and growth mindsets
<p>Year 8</p> <p><i>PSHE – Relationships: My Identity (Delivered by PSHE Specialist)</i></p> <ul style="list-style-type: none">• I can make the most of my strengths and take responsibility for my personal targets• I understand what support I need from others and how I can support others• I can recognise the achievements and worth of others• I understand that relationships may change or develop• I can be assertive without being aggressive and manage conflict with confidence• I can recognise and respond appropriately to difference and diversity within my community• I can show empathy and understanding towards those who chose to live their lives in different ways• I recognise how prejudice and discrimination affects wellbeing
<p>Year 9</p> <p><i>PSHE – Relationships: Dealing with Change and Pressure (Delivered by PSHE Specialist)</i></p> <ul style="list-style-type: none">• I can explain what factors contribute to my personal identity, including sexual identity and maintain a positive self-image even under pressure• I understand the effect of prejudice and discrimination directed at myself and others and challenge offensive and abusive behaviour• I understand how different faiths, cultures and beliefs affect lifestyle choices and can challenge prejudice and discrimination confidently• I understand personal change in my life in the present and future• I can form and maintain positive relationships• I can recognise when relationships may need to change or end able to deal with change, including strong feelings and emotions• I can find and select information, support and guidance
<p>Year 11</p> <p><i>PSHE – Relationships: Parenting and Relationships (Delivered by PSHE Specialist)</i></p> <ul style="list-style-type: none">• I can explain my views on the place of sex within a positive relationship• I can make clear my own needs, and wishes and respect those of others in a relationship• I can understand ideas of sexuality and sexual orientation and use these to manage my relationships• I am able to recognise strong emotions and feelings and can manage these to make positive choices• I am able to understand the risks associated with sexual activity• I can recognise and deal with pressure and persuasion• I am able to find and select reliable information, support and guidance• I can explain the roles and responsibilities of parents, carers and other family members• I understand what I have learned about parenting from my own experiences• I can describe the skills for good parenting and how people may view their role differently

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- I understand the role and benefits of marriage/civil partnerships in stable relationships family life
- I can identify how well I am prepared for parenthood
- I am able to manage conflicting relationships from family and friends
- I am able to understand the new demands on my skills to build and maintain relationships with others after I am 16

Health and Wellbeing

<p>Year 7</p> <p>PSHE – Health and Wellbeing: Healthy Lifestyles</p> <ul style="list-style-type: none"> • I know what factors make up my health profile • I can make informed choices about my health • I can recognise what influences decisions about my health • I can make positive choices about my health with confidence • I understand that health is physical and mental • I am able to use personal coping strategies • I can assess risk at home, at school and in the wider community • I am willing to try new ideas • I can face challenges safely <p>PSHE – Health and Wellbeing: ‘Reproduction’ (Science Curriculum, Delivered in Science lessons)</p> <ul style="list-style-type: none"> • I can describe how my body is changing and what I might expect in the future • I can describe physical and emotional changes at puberty and manage these changes • I know the basic facts about sex and reproduction • I understand what affects my attitudes to sex and relationships including family life and marriage • I can say where and how to access the support I might need
<p>Year 8</p> <p>PSHE – Health and Wellbeing: Drugs and Alcohol (Delivered by PSHE Specialist)</p> <ul style="list-style-type: none"> • I can state basic information about medicines, tobacco and alcohol • I can state basic information about drugs, effects, availability and the law • I know my rights and responsibilities • I am able to assess risks associated with drugs and substance use • I can recognise and deal with pressure and persuasion • I am able to demonstrate what to do in an emergency • I can identify how I am affected/influenced by advertising and promotion of alcohol • I can explain how I can support others in managing risk situations • I can state where I can find information, support and guidance <p>PSHE – Health and Wellbeing: Dealing with Risk</p> <ul style="list-style-type: none"> • I am able to identify risk in situations and know how to minimise the risk • I can manage my feelings towards risk • I am able to resist unwanted pressure • I can identify factors that affect my physical and mental wellbeing • I can support and ensure the safety and wellbeing of others • I know how and where to access the support I might need <p>PSHE – Health and Wellbeing: Positive Mental Health</p> <ul style="list-style-type: none"> • I can describe what is meant by emotional health and wellbeing • I know that it is normal to feel upset, sad or low sometimes • I can describe the aspects of my wellbeing can I influence • I can act to ensure strong emotions or difficult times in my life don’t overwhelm me • I understand why I might sometimes feel like I am not good enough • I know what I can I do to make myself feel better • I know where I can get more help and support
<p>Year 9</p> <p>PSHE – Health and Wellbeing: Sex and Relationships (Delivered by PSHE Specialist)</p> <ul style="list-style-type: none"> • I can state the facts about sex and reproduction • I can use negotiation skills within relationships • I understand my own sexuality and sexual orientation • I recognise the importance of loving stable relationships for family life including marriage • I recognise my own personal values and attitudes to sex within relationships and that of others • I can say how and where to access information and support about sexual activity and relationships • I can explain my views on the place of sex within a positive relationship • I can make clear my own needs, and wishes and respect those of others in a relationship • I can understand ideas of sexuality and sexual orientation and use these to manage my relationships • I can describe the benefits and appropriateness of different forms of contraception • I am able to recognise strong emotions and feelings and can manage these to make positive choices • I am able to understand the risks associated with sexual activity <p>PSHE – Health and Wellbeing: My Own Health</p>

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- I know what factors affect my wellbeing
- I am able to take responsibility for my own wellbeing
- I can use strategies to protect my mental health
- I am able to recognise when those close to me need help
- I know how to select accurate and useful information and support
- I can say where to get the help and support I and others might need

PSHE – Health and Wellbeing: e Safety

- I can describe how to keep my personal information safe while using the internet
- I know how to balance the risks and benefits of technology use
- I recognise the control I have over images and videos and when I would be acting illegally by storing images or videos
- I understand my rights and responsibilities when using social media and know how to access help and support when needed

PSHE – Health and Wellbeing: First Aid

- I know how to respond to a medical emergency
- I can carry out basic emergency first aid
- I know how to develop my first aid skills through the Heartstart programme or other opportunities

PSHE – Health and Wellbeing: Positive Psychology and Mindsets

- I can describe the processes that occur in the brain when people learn
- I know that the brain has huge potential for learning
- I can describe what is meant by 'happiness' and know how to achieve it in my own life
- I can describe how mindsets interact with personal success and failure
- I understand the difference between intrinsic and extrinsic motivation and know how to use this to develop my own approach to learning
- I can describe the principles of Positive Psychology and know how to apply these to my own development
- I can recognise my own strengths and build on them

Year 10

PSHE – Health and Wellbeing: Drug and Alcohol Education (Delivered by PSHE Specialist)

- I can describe the effects of drugs, the law and availability and reliability of drugs
- I can explain my views about issues concerning the illegal status of drugs
- I understand the mental health risks associated with misuse of drugs and alcohol
- I can explain the risks involved in drug, alcohol and tobacco use
- I can explain how drug use may affect my relationships with others reflect on and evaluate my decisions related to risk
- I can identify how I am affected/influenced by advertising and promotion of alcohol
- I can explain how I can support others in managing risk situations
- I can state where I can find information, support and guidance

PSHE – Health and Wellbeing: Managing my own health

- I can identify where in my life I find and enjoy positive experiences and am aware of and can manage my own attitudes and feelings towards health risk
- I can assess and manage risk in the short and long term
- I understand what my responsibility is to prevent illness and poor health
- I can recognise what alternative therapies are available and their suitability for me
- I am able to resist unhelpful pressure that would affect my health
- I can exercise positive pressure on others and support them in risky situations
- I am able to ask confidently for support and help from others

Year 11

PSHE – Health and Wellbeing: Managing my own health and dealing with risk (Delivered by PSHE Specialist)

- I can understand how my lifestyle choices are affected by my environment and circumstances
- I recognise the impact of lifestyle choices on my future health and wellbeing
- I can make informed and positive choices to protect, check and maintain my health assessing the risks in relation to drugs, alcohol and personal safety
- I am able to reflect upon and evaluate my choices
- I can cope with external sources of stress and pressure and know how to balance my life to protect my emotional health and wellbeing
- I can explain the causes and symptoms of mental and emotional ill health and understand the strategies for addressing and preventing these
- I am able to achieve balance to lead a fulfilled life, recognising the importance of risk assessment and management

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Living in the Wider World

Year 7
<p>PSHE – Living in the Wider World: Learning to Learn</p> <ul style="list-style-type: none"> • I can describe how people learn and can identify a range of factors that affect learning • I know what my preferred learning style is and can apply this to my personal development to set goals • I know what opportunities are open to me and what will support or hinder me in making the best of these • I know how to manage my time effectively including personal study time • I have audited my independent learning skills and identified areas to develop • I understand how well I can work with others and on my own • I can demonstrate effective communication skills for group work • I can make a presentation to an audience • I know how to motivate myself to overcome challenges • I understand the requirements of the world of work • I can explain what is meant by a career and give examples from people I know • I can recognise and challenge stereotypes that may limit my career choices and aspirations • I can describe my personal aspirations, skills and qualities
<p>PSHE – Living in the Wider World: Exam Skills</p> <ul style="list-style-type: none"> • I know how to plan for revision periods • I have used a range of revision strategies and know which ones are most effective for me • I know how to keep myself healthy during exams • I can set achievable personal targets and can identify how I will work towards achieving these
<p>PSHE – Living in the Wider World: Moving On</p> <ul style="list-style-type: none"> • I am able to reflect on the transition from primary to secondary school • I can identify what factors have affected my transition to secondary school • I can plan to overcome any barriers I am facing at secondary school • I can identify my personal strengths and build on them
<p>PSHE – Living in the Wider World: Personal Finance (Delivered by PSHE Specialist)</p> <ul style="list-style-type: none"> • I can manage my own money • I know how to get value for money for the things I buy • I can explain how I could save any spare money I may have • I understand how enterprising I am in my own life • I can explain how businesses are organised • I am able to demonstrate understanding of different types of economy—local, national and global • I can explain what a trade union is and why they are important
Year 8
<p>PSHE – Living in the Wider World: Choices in my Future</p> <ul style="list-style-type: none"> • I am learning how to develop skills for future life • I can explain where and how to get different sources of information, including labour market information and use it to inform my future plans • I can assess personal risks which may affect my employability and lifestyle • I understand the range of 14-19 pathways and the importance of achieving qualifications • I can describe my personal learning targets • I can state examples of different types of work: voluntary, employment, self-employment
<p>PSHE – Living in the Wider World: Being a Consumer</p> <ul style="list-style-type: none"> • I understand family budget management • I am able to explain how to borrow money to buy a house or car • I can explain how and why it is important for me to know how and where products are made • I can get money back for faulty goods • I understand the positive and negative aspects of taking financial risk
<p>PSHE – Living in the Wider World: Study Skills</p> <ul style="list-style-type: none"> • I know how to plan for revision periods • I have used a range of revision strategies and know which ones are most effective for me • I know how to keep myself healthy during exams • I can set achievable personal targets and can identify how I will work towards achieving these
<p>PSHE – Living in the Wider World: Effective Communication</p> <ul style="list-style-type: none"> • I can maintain a positive self-image even under pressure • I can describe the emotions and physical state associated with confidence and assertiveness • I understand the need to send clear verbal and non-verbal messages

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<ul style="list-style-type: none"> I can describe how we communicate with others and how to develop my own communication skills
Year 9
<p>PSHE – Living in the Wider World: GCSE Choices and Beyond</p> <ul style="list-style-type: none"> I understand the different pathways available for the 14-19 stage of my education I can describe my plans for the transition into the 14-19 stage and understand how my choices will affect my future aspirations I understand how well my needs, skills, interests, values, abilities and attitudes suit my chosen pathway for 14-19 I can state where and how I might get the support and information I might need I can describe my personal learning targets I understand whether my future plans reflect the main trends for employment I understand my employment rights and responsibilities
<p>PSHE – Living in the Wider World: Options</p> <ul style="list-style-type: none"> I have explored the options process with my form tutor and had opportunity to discuss my personal choices with a senior member of staff I am aware of the subject areas that would not be accessible at post-16 without GCSE study I know how to gain further advice and guidance on the options process and on career pathways
<p>PSHE – Living in the Wider World: Exam Skills</p> <ul style="list-style-type: none"> I have developed my exam technique including knowing how to plan answers, how to use the command words in questions to structure my responses and how to time myself effectively during exams I know how to approach exam periods, including how to keep myself healthy
<p>PSHE – Living in the Wider World: My Skills</p> <ul style="list-style-type: none"> I have compiled a record of my personal and academic development during Key Stage 3 I can identify how and when I have developed key skills that are valued by post-16 education providers and employers I can use the information about my skills to write an application or personal statement
<p>PSHE – Living in the Wider World: Economics and Enterprise</p> <ul style="list-style-type: none"> I can plan the finances of a small business to make a profit I can demonstrate a range of enterprise skills, attitudes and qualities I can explain a range of basic economic and business terms I can describe the factors that influence the UK's economy and identify how these impact on me I can identify the impact of global economic conditions on the UK I can describe the benefits and drawbacks of free markets such as the European Union I can evaluate the current condition of the UK economy and know how I could use this information to plan my personal finances
Year 10
<p>PSHE – Living in the Wider World: Career Development and Choice</p> <ul style="list-style-type: none"> I am able to manage the transition into GCSE study I can select strategies to help me learn effectively during personal study time I can explain my rights and responsibilities in the workplace I can recognise how work experience has informed my career plans I am able to explore opportunities and review my career plan I can recognise and reject learning and work stereotypes I am able to select accurate and useful information about learning pathways and work I can describe my personal learning targets I am able to state where and how to access reliable information and guidance
<p>PSHE – Living in the Wider World: Post-16 Transition and Employment</p> <ul style="list-style-type: none"> I know that I am entitled to a place in learning after 16 and where I can access information about post 16 learning options and progression routes I am able to identify how well I am prepared for post 16 transition and am able to complete an application, CV and prepare for interview I can describe the changing patterns of employment – local, national, global – and act on my career plans. I recognise how patterns of employment are influenced by economic forces I am able to articulate my personal aspirations, using personal skills and qualities to set goals I can access good impartial information and guidance I can assess the relevance and reliability of information and guidance I understand how my experiences and achievements play a part in my future plans
<p>PSHE – Living in the Wider World: Work Experience</p> <ul style="list-style-type: none"> I can recognise how work experience prepares me and helps me to plan for the world of work I can describe the expectations of me during a work placement

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<ul style="list-style-type: none"> I recognise the rights and responsibilities of employers during work experience placements
<p>PSHE – Living in the Wider World: Study Skills</p> <ul style="list-style-type: none"> I know how to prepare for examinations, including how to keep myself healthy I have a range of learning strategies I am able to motivate myself to learn effectively I can plan for revision periods I have tried a range of revision strategies and know which are most effective for me I have strategies to cope with conflicting pressures from different areas of my life and from different subjects I know how to prioritise my attention and am aware of how much time I spend on different activities I have evaluated the benefits of a range of ways to use my personal study time and know which are the most effective for me
<p>PSHE – Living in the Wider World: Economics and Enterprise</p> <ul style="list-style-type: none"> I can explain the structure and function of businesses in the public, private and voluntary sector I can understand how businesses plan their finances to make a profit I can understand how competition regulates business and encourages enterprise I can understand how and when governments exercise control over business and enterprise I am able to identify my enterprising skills and know how I can develop them I can see how enterprising skills and attitudes affect my life and learning I can critically evaluate a range of goods and services I know my rights as a consumer and am confident in exercising those rights
<p>Year 11</p>
<p>PSHE – Living in the Wider World: Post-16 Transition (Personal Statements)</p> <ul style="list-style-type: none"> I know that I am entitled to a place in learning after 16 and where I can access information about post 16 learning options and progression routes I am able to identify how well I am prepared for post 16 transition and am able to complete an application, CV and prepare for interview I am able to articulate my personal aspirations, using personal skills and qualities to set goals I can access good impartial information and guidance I can assess the relevance and reliability of information and guidance I understand how my experiences and achievements play a part in my future plans
<p>PSHE – Living in the Wider World: Managing Personal Finances</p> <ul style="list-style-type: none"> I can understand how my post 16 plans will affect my finances I am able to identify what services and tools can help me to manage my personal finances I can select financial products informatively I am able to identify what life experiences and events might impact on my finances I am able to deal with life experiences and events which affect me I can identify when I may have to face social and moral dilemmas about the use of money
<p>PSHE – Living in the Wider World: Preparing for Exams and Beyond</p> <ul style="list-style-type: none"> I know how to prepare for examinations, including how to keep myself healthy I have a range of learning strategies I am able to motivate myself to learn effectively I can plan for revision periods I have tried a range of revision strategies and know which are most effective for me I know how to structure an essay I can research a topic using a range of sources I can use standard systems of referencing sources I understand what is meant by plagiarism and know how to respectfully use intellectual property in my own work I understand the different expectations of post-16 study and I have strategies to cope with them I have had the opportunity to complete a post-16 taster session in a subject I am interested in I have prepared for and completed a mock interview I have reflected on my ability to articulate my personal skills and have set targets for developing my interview technique I understand how raising the participation age (RPA) affects my plans beyond age 16 and have had opportunity to explore a range of education and training opportunities that would lead to employment
<p>PSHE – Living in the Wider World: Moving On</p> <ul style="list-style-type: none"> I have made a record of my personal and academic development during my time at secondary school I have reflected on my individual needs as I move to post-16 education

- I have completed a transition profile
- I have completed an exit survey

Citizenship

Identity and Diversity

<p>Year 7</p> <p><i>Citizenship— Identity and Diversity: Who am I?</i></p> <ul style="list-style-type: none"> • I understand what factors and personal history shape my immediate identity • I understand how and why my community has changed over time • I recognise the basic factors that make a cohesive community and can celebrate and recognise diversity and the need for tolerance, respect and freedom • I know what it means to be a citizen within my ‘community’ and how I can influence change • I understand who and what influences change in my community
<p>Year 8</p> <p><i>Citizenship– Identity and diversity: Living together in the UK</i></p> <ul style="list-style-type: none"> • I can understand how and why Britain is a multi-cultural and multi-faith society • I recognise the benefits of living in a multi-cultural and multi-faith society and the importance of tolerance and respect • I can describe the common features that unify groups and identities in the UK • I understand what makes a ‘British Citizen’, including the legal and human rights and responsibilities that underpin society
<p>Year 9</p> <p><i>Citizenship –Identity and diversity: Global Citizenship</i></p> <ul style="list-style-type: none"> • I understand what it means to be a ‘global citizen’ • I can explain the UK’s relations with the European Union, the rest of Europe, the Commonwealth, the United Nations and the world as a global community • I have explored a range of controversial issues related to social justice and diversity and have had the chance to advocate and campaign on behalf of others • I recognise my responsibilities as a global citizen and can evaluate my own actions in relation to sustainable practices • I can compare my own human rights with that of children and young people in the developing world • I can weigh up the ethical and economic conflict of supporting fair trade organisations • I understand the concept of ‘free speech’ in upholding diversity of views whilst promoting tolerance, respect and understanding
<p>Year 10</p> <p><i>Citizenship—Identity and Diversity: Celebrating Diversity</i></p> <ul style="list-style-type: none"> • I understand what it means to be an active citizen in my community and how I can influence change • I can recognise and celebrate the diverse nature of my community • I have explored a range of strategies to help make Britain a more cohesive society and can make recommendations for change
<p>Year 11</p> <p><i>Citizenship—Identity and Diversity: Globalisation</i></p> <ul style="list-style-type: none"> • I understand what is meant by globalisation • I can explain the benefits and drawbacks of living in a global society • I have explored issues related to sustainable development and the environment • I recognise my own responsibilities as a global citizen and know how I can influence change

Rights and Responsibilities

Year 7
<i>Citizenship—Rights and Responsibilities: Rules in Society</i> <ul style="list-style-type: none">• I understand the importance of rules in my family, my school and society• I know how rules are determined and can describe the rules in my home and my school• I understand the importance of laws in maintaining order and resolving conflict in my community• I can describe the responsibilities I have within my family, school and society.• I understand what rights I have as a young person and how these are protected• I understand that I have to balance my rights with responsibilities and the need for rules
Year 8
<i>Citizenship—Rights and Responsibilities: The Justice System</i> <ul style="list-style-type: none">• I can explain why society needs laws and rules• I know the legal ages for different activities and understand their purpose• I understand what happens to young people who break the law• I understand my rights within the justice system and that I have a responsibility to uphold the law• I can discuss situations in which rights and responsibilities conflict and how society balances this conflict
Year 10
<i>Citizenship—Rights and Responsibilities: Human Rights</i> <ul style="list-style-type: none">• I know the rights and responsibilities of employers and employees• I understand my rights as a consumer and how they can be protected• I can explore the issue of human rights and recognise the need for checks and balances in terms of freedom of speech in the context of extremism or terrorism• I have had the opportunity to campaign to raise awareness of human rights issues• I understand the need to work within the law when trying to effect change
Year 11
<i>Citizenship– Rights and Responsibilities: Campaigning for Change</i> <ul style="list-style-type: none">• I understand the role of pressure groups and voluntary organisations in influencing change and the need to campaign within the law• I understand the role of the police and criminal justice system in maintaining law and order and my responsibilities to work within the law• I recognise the need to balance my freedoms, rights and responsibilities• I have explored a range of political, social and ethical issues facing society• I know how change can be secured in my school, local community, nationally and internationally• I know the features of an effective campaign• I have participated in a campaign to bring about change and have evaluated the impact of my actions

Democracy and Justice

Year 7
<i>Citizenship—Democracy and Justice: Local Decision Making</i> <ul style="list-style-type: none">• I understand how decisions are made at home, school and local community and how I can contribute to the process• I can describe what Local Government does and how their decisions can affect my life• I have had the opportunity to try to bring about change in my local community
Year 8
<i>Citizenship –Democracy and Justice: How does national government work?</i> <ul style="list-style-type: none">• I understand the role and purpose of national government• I can explain how members of Parliament are elected and what they do• I can explain the difference between Parliament and Government• I understand what it means to live in a democracy and the importance of using my right to vote• I have used my ‘voice’ and influenced change on an issue of importance to me• I can assess the role of the media in informing and influencing public opinion and in holding Parliament and Government to account
Year 9
<i>Citizenship – Democracy and Justice: The European Union</i> <ul style="list-style-type: none">• I understand Britain’s relationship with the European Union• I understand the influence of the European Union on my life and my country• I know how MEPs are elected and what they do• I can compare democracy with other forms of government in different parts of the world and reflect on historical events• I have had the opportunity to participate in a Citizenship campaign
Year 10
<i>Citizenship—Democracy and Justice: Government and Democracy</i> <ul style="list-style-type: none">• I can compare democracy with other forms of government, drawing conclusions about what is fair and unfair• I understand the policies and values of the main political parties in the UK• I understand the reasons for and achievements of devolved governments• I can explain whether I will use my right to vote and give justifications for my answer• I can assess information from the media in terms of reliability and accuracy• I have participated in decision making activities and helped to make a difference in my school or community