



Pendle Community High School KS3 Citizenship 2024 - 2025

KS3 citizenship students should be taught:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- 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
- the functions and uses of money, the importance and practice of budgeting, and managing risk (Additional areas of this topic are covered in maths and in HRSE with school)

Autumn

4.9.24	11.9.24- 18.9.24	25.9.24 – 16.10.24	20.10.24	6.11.24	13.11.24	20.11.24	27.11.24	4.12.24 11.12.24
Rules & Law	Monarchy	Voluntary groups & charities	British Values		Charities	Development of the political system (key events in political history)		
School rules and values	The Royal family Member of the royal family and the roles they play.	Macmillan Charity and reasons World Mental Health day - MIND	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty Look at the words		Children in Need	The history of parliament	Gunpowder plot	Votes for women

Spring

8.1.25 Rules & Law	15.1.25 Rules & Law	22.1.25 Rules & Law	29.1.25 Rules & Law	5.2.25 Elections	12.2.25 Precious liberties enjoyed by UK citizens	26.2.25 How citizens work together for community	5.3.25 How citizens work together for community	12.3.25 How citizens work together for community	19.3.25 How citizens work together for community	26.3.25 Charities	2.4.25 How citizens work together for community
The role of the police	What happens if we break the law	Actions and consequences	The role of the courts and Judge	Voting for class rep for the online safety group	British Values	Exploring who they could help in the local community	Making cards for locals	Litter picking	Making cards for locals	Comic Relief	Delivering cards – Old people's homes or posting

Summer

23.4.25 The functions and uses of money	30.4.25 The functions and uses of money	7.5.25 The functions and uses of money	14.5.25 The functions and uses of money	21.5.25 Operations of Parliament	4.6.25 Operations of Parliament	11.6.25 Operations of Parliament	18.6.25 Operations of Parliament	25.6.25 Operations of Parliament	2.7.25 Precious liberties enjoyed by UK citizens	9.7.25 Precious liberties enjoyed by UK citizens	16.7.25 Elections
What for and why do we use money?	How do we keep money safe?	To recognise that people make spending decisions based on priorities, needs and wants	To recognise that people make spending decisions based on priorities, needs and wants	What and where is parliament?	The role of the House of Parliament	Virtual tour of Parliament	What is the role of an MP's?	The role of the House of Lords	Protected Characteristics	Protected Characteristics	Student council Voting for new classes

All lessons support Oracy and communication.

Individual targets to be selected from **English Speaking & Listening/ Spoken** – PIVATS PSD – Social Awareness and Relationships

Targets and learning components to be taken from PSHE folder (Citizenship) Law and Justice, Our Responsibility, Our Government and Finance

<ul style="list-style-type: none"> the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch & the operation of Parliament, including voting and elections, and the role of political parties 	
<p>1</p> <p>Pupil can demonstrate I know the capital city of the country I live in</p> <p>Pupil can demonstrate I know the Government is based in London</p> <p>Pupil can demonstrate I know the leader of the Government is called the Prime Minister</p> <p>Pupil can demonstrate I know the country I live in e.g., England</p> <p>Pupil can identify a picture of the reigning Monarch</p> <p>2</p> <p>Pupil can demonstrate I am aware that the Government was voted for</p> <p>Pupil can demonstrate I know who can vote e.g., over 18s</p>	<p>Pupil can find out who makes decisions in school</p> <p>Pupil can allow others to express their preferences</p> <p>Pupil can give simple ideas about what I think the Government does</p> <p>Pupil gives sensible ideas on what should happen when rules are broken</p> <p>3</p> <p>Pupil can identify some of the Monarch's roles</p> <p>Pupil knows the name of the current political party in power</p> <p>Pupil knows the name of the current Prime Minister</p> <p>Pupil is aware that there are many different political parties</p>
<ul style="list-style-type: none"> the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals 	
<p>P8</p> <p>Willingly returns to class routine</p> <p>Pupil can name the different areas in school</p> <p>Able to return to task</p> <p>Continue own activity after being spoken to by an adult</p> <p>1</p> <p>Pupil can name people in my class / not in my class</p> <p>Pupil can name people in my immediate family</p> <p>Pupil can demonstrate I know the name of my head teacher</p> <p>Pupil can follow the rules of a game</p> <p>Pupil can give examples of what might happen if someone breaks a rule i.e., say sorry/no pocket money</p> <p>Pupil understands who someone might feel if I were treated unfairly</p> <p>Pupil understands that we are all responsible for looking after our own/ others property</p> <p>Pupil knows not to take other people's property without asking</p> <p>Pupil can demonstrate awareness of the meaning of the terms truth/lie</p> <p>Pupil can demonstrate awareness of the meaning of the terms good/bad</p>	<p>2</p> <p>Pupil can give sensible ideas on what should happen when certain rules are broken</p> <p>Pupil can talk about how someone might feel if they had something stolen</p> <p>Pupil can identify my own responsibilities</p> <p>Pupil can give sensible ideas on what should happen when certain rules are broken</p> <p>Pupil can talk about how someone might feel if they had something stolen</p> <p>3</p> <p>Pupil can demonstrate I know when it is appropriate to phone the emergency services</p> <p>Pupil can give ways I would deal with a variety of crimes</p> <p>Pupil can identify how decisions or actions can affect others</p>
<ul style="list-style-type: none"> the functions and uses of money, the importance and practice of budgeting, and managing risk 	
<p>P8 Uses 1p coins to 10p & Maths outcomes</p> <p>1</p>	<p>2</p> <p>Pupil can understand the terms expensive and cheap</p>

<p>Pupil can take part in organising activity i.e., shopping /shopkeeper</p> <p>Pupil can make a shopping list</p> <p>Pupil can play shop</p> <p>Pupil can discuss where I get my money</p> <p>Pupil can discuss what I do with my money</p> <p>Pupil can play shop</p> <p>Pupil can handle money</p> <p>Pupil can talk about which shops I visit</p> <p>Pupil can discuss what I would spend 'birthday money' on</p> <p>Pupil can demonstrate I understand what money is used for</p> <p>Pupil can identify the basic need - people need money</p> <p>Pupil can demonstrate I understand the idea of saving i.e. a piggy bank</p> <p>Pupil can list different places to keep money</p> <p>Pupil can talk about what I spend my money on</p> <p>Pupil can demonstrate I know that money is kept in banks</p> <p>Pupil can say what I might see in a bank</p> <p>Pupil can say where I have seen an ATM</p>	<p>Pupil can understand the term pocket money</p> <p>Pupil can understand the terms cash, borrow, owe, change. spend</p> <p>Pupil can understand the term borrow</p> <p>Pupil can understand the term owe</p> <p>Pupil can understand the term change</p> <p>Pupil can understand the term spend</p> <p>Pupil can develop an understanding of saving money</p> <p>Pupil can develop an awareness of legal sources of money</p> <p>Pupil can identify 2 ways goods are paid for</p> <p>Pupil can identify the range of jobs done by people in school</p> <p>Pupil can identify the range of jobs in the local area</p> <p>3</p> <p>Pupil can consider how money can be earned</p> <p>Pupil can demonstrate I am familiar with the terms deposit and withdrawal</p> <p>Pupil can demonstrate I am familiar with the term balance</p> <p>Pupil can demonstrate I am familiar with the terms ATM and ATM card</p> <p>Pupil can demonstrate I am familiar with the term Tax</p> <p>Pupil can demonstrate I am familiar with the terms loan and debt</p>
<ul style="list-style-type: none"> 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 	
<p>P8</p> <p>Stays on task in group situation with assistance</p> <p>Joins in group activity</p> <p>Pupil begins to talk about their group/class/family</p> <p>Talks about their group/class/family</p> <p>Able to discuss progress</p> <p>State what they will do next</p> <p>1</p> <p>Pupil can identify activities carried out by familiar people in school</p> <p>Pupil can take part in school-based charity activities</p> <p>Pupil can talk about my 'jobs' at home or school</p>	<p>2</p> <p>Pupil can identify positive actions my school takes to help the community i.e. harvest festival</p> <p>Pupil can suggest ideas for school-based charity activities</p> <p>Pupil can list ways to earn money</p> <p>Pupil can talk about how my school raises money</p> <p>Pupil can demonstrate I am aware of the terms generous/ selfish/ sharing</p> <p>3</p> <p>Pupil can talk about how people become part of a team that make decisions</p> <p>Pupil can consider the idea of individual and group responsibility</p>