

# Grosvenor School

## PSHE and Citizenship

### Scheme of work-Year 7

Theme Title	Learning Objectives Children should learn:
<p>Unit 6- Government, elections and voting. <b>When and how we vote.</b></p> <p><b>What is an election.</b></p> <p><b>How are election campaigns organised?</b></p> <p><b>Participating in elections.</b></p> <p><b>How does Parliament work?</b></p> <p><b>How does the government spend its money?</b></p>	<ul style="list-style-type: none"> <li>• About different situations where voting is appropriate.</li> <li>• About different ways to vote.</li> <li>• About the advantages and disadvantages of different voting systems.</li>   <li>• About different elections in the UK.</li> <li>• About different electoral systems.</li> <li>• About the fairness of different electoral systems.</li>   <li>• About the nature of election campaigns.</li> <li>• About how politicians try to win votes.</li> <li>• To explore issues in role-play.</li>   <li>• About the importance of voting and the implications of low turnout.</li> <li>• To question the reasons for a low turnout and ways to increase turnout.</li>   <li>• How democracy provides for a parliamentary system.</li> <li>• How Parliament operates and the role of MPs.</li> <li>• The main aspects of parliamentary government.</li> <li>• About different forms of government at different levels.</li> <li>• To undertake an investigation using a range of sources of information including ICT.</li>   <li>• How governments spend money and the impact on society.</li> <li>• About how government organises its work through departments.</li> <li>• To use the internet to undertake research and to communicate findings.</li> </ul>

	<ul style="list-style-type: none"> <li>• To organise and present information in different ways.</li> </ul>
<p>Unit 7 – Local democracy.  <b>What do I think about my local community?</b></p> <p><b>What is my community concerned about?</b></p> <p><b>How can we influence change?</b></p>	<ul style="list-style-type: none"> <li>• About the local community.</li> <li>• About an issue of local concern.</li> <li>• About different ways of conducting an enquiry.</li> <li>• Where to find information about their local council/authority.</li> <li>• To use appropriate reading strategies to conduct research.</li> <li>• To identify key points in text.</li> <li>• To ask questions in interview to clarify meanings.</li> <li>• To organise and present information.</li> <li>• To communicate with a range of local people.</li> <li>• To analyse and reflect on the evidence and draw conclusions from it.</li> <li>• That different sectors of the local community may have different opinions on an issue and this can cause conflict.</li> <li>• That a number of local government departments are involved in planning / approving new developments/policies.</li> <li>• To communicate with a range of people.</li> <li>• To listen to and empathise with other people’s views.</li> <li>• How to present reports and recommendations to a range of audiences.</li> </ul>
<p>Unit 9- The significance of the media in society.  <b>What makes a news story?</b></p> <p><b>How is the media used to promote causes and campaigns?</b></p> <p><b>How does the media portray</b></p>	<ul style="list-style-type: none"> <li>• About different approaches taken to a ‘news’ story by journalists.</li> <li>• To consider the effectiveness of different types of media for different audiences.</li> <li>• To recognise both bias and objectivity in stories.</li> <li>• To understand how media stories are tailored to an audience.</li> <li>• How the media can promote causes and campaigns.</li> <li>• How media coverage can affect people’s views on diversity and equality in sport.</li> <li>• That sporting events and sports fans receive a range of</li> </ul>

<p><b>sport and its supporters?</b></p> <p><b>Should celebrities have a right to privacy?</b></p>	<p>media coverage .</p> <ul style="list-style-type: none"> <li>• To present a case persuasively using selective arguments.</li> <li>• How the interests of different people can conflict.</li> </ul>
<p>Unit 14 – Developing skills of democratic participation.</p> <p><b>How can we make decisions as a class/year group /whole school?</b></p> <p><b>How can meetings be made more effective?</b></p> <p><b>How am I represented in my school?</b></p> <p><b>How can we improve communication?</b></p>	<ul style="list-style-type: none"> <li>• About the different ways in which groups make decisions.</li> <li>• To work together in groups to solve problems.</li> <li>• That there are different mechanisms within the school for making decisions and allowing pupil’s views to be represented.</li> <li>• Reflect on their abilities as speakers in different situations.</li> <li>• How meetings can be best organised to enable the effective discussion of important issues.</li> <li>• About the role of democratically elected councils and the qualities of an effective pupil representative.</li> <li>• About the different roles and responsibilities involved in running a campaign.</li> <li>• To adopt a range of different roles in talking.</li> <li>• About different mechanisms for communicating within the school and in the wider community.</li> </ul>
<p>Unit 4 – Britain – a diverse society?</p> <p><b>What are my identities?</b></p> <p><b>What are my identities?</b></p>	<ul style="list-style-type: none"> <li>• To review their ground rules for working together.</li> <li>• To explore their identities and develop their understanding of multiple identities and diversity.</li> <li>• To identify the groups and communities to which they belong.</li> <li>• That different values and attitudes affect their opinions.</li> <li>• To acknowledge other people’s views and build on them.</li> </ul>

<p><b>What is my local community like?</b></p>	<ul style="list-style-type: none"> <li>• To identify local communities.</li> <li>• To identify the characteristics of the community and appreciate the value of diversity.</li> </ul>
<p><b>What images do we have of Britain?</b></p>	<ul style="list-style-type: none"> <li>• The importance of debate and discussion.</li> <li>• To work collaboratively to explore an issue.</li> <li>• About the role of the media in forming and influencing attitudes and opinions.</li> </ul>
<p><b>What is a global citizen? Is there a global community?</b></p>	<ul style="list-style-type: none"> <li>• To identify criteria and develop a definition for the term 'global citizen'.</li> <li>• To identify how different cultures and communities are interdependent and interrelate.</li> </ul>
<p><b>Taking responsible action.</b></p> <p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• To identify how they might influence change and take responsible action.</li> <li>• To undertake independent research to find information from a variety of sources.</li> <li>• To celebrate diversity in their own life, at school and in their communities.</li> <li>• To respect the differences between people as they develop their own sense of identity.</li> </ul>