

Citizenship

At Coombeshead Academy we provide a high-quality citizenship education throughout Key Stages 3, 4 and 5 through carefully embedding the learning within the curriculum. We provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. The school's approach to citizenship education fosters students' keen awareness and understanding of democracy, government and how laws are made and upheld through the curriculum and through the very culture of the school. Teaching in key areas such as Beliefs and Values (RE), Life Skills (PSHE/RSHE) and through our Rights Respecting Schools driven assembly programme, equips students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Our broad assembly and extra-curricular programme, as well as the formal, taught curriculum, prepares students to take their place in society as responsible citizens, manage their money well and make sound financial decisions. The impact of the broader citizenship education is evidenced through below average numbers who are Not in Education, Employment or Training at the end of Year 11 and 13

Key stage 3

Key idea	Examples from existing/planned curriculum. Please ensure subject is clear
the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<ul style="list-style-type: none">• Assemblies each year about democracy / voting rights / roles of monarch and parliament• Mock elections• History – Year 7 – Power and Rebellion in the reformation changes of power from church to state. Year 8 – emerging role of parliament. Year 9 – War and Peace and the nature of democracy and impact of the growing franchise.• English – understanding the political spectrum, study of different types of government in literature (e.g., communism in Animal Farm, Fascism in 1984• Drama- Understanding and exploring status roles within a community including making balanced decisions (Apothecary SOL). Understanding and exploring the government's decision of evacuating children as a compulsory measure during WW2 to safeguard the children (Evacuees SOL). Study of different types of government in literature (Macbeth SOL)• Music – Renaissance Music – the link between the commissioning of music from the catholic church, the banning of secular music and how the church essentially governed the people outside of the political system that was in place.

<p>the operation of Parliament, including voting and elections, and the role of political parties</p>	<ul style="list-style-type: none"> • Assembly about democracy / voting rights / roles of monarch and parliament • Mock elections • History – Year 7 – Power and Rebellion in the reformation changes of power from church to state. Year 8 – emerging role of parliament. Year 9 – War and Peace and the nature of democracy and impact of the growing franchise. • Drama- Understanding and exploring status roles within a community including making balanced decisions (Apothecary SOL). Understanding and exploring the political spectrum, study of different types of government in literature (Lord of the Flies SOL). • Dance- Understanding and exploring how dance has impacted different societies and civilisations over time. Exploring legal rights and freedoms of different choreographers and how their legal rights influenced their creative decisions (Within Her Eyes, Everyone’s Talking about Jamie, Chicago SOL).
<p>the precious liberties enjoyed by the citizens of the United Kingdom</p>	<ul style="list-style-type: none"> • Rights Respecting School – all assemblies relate to protection of rights and liberties • History – Year 7 – Power and Rebellion in the reformation changes of power from church to state. Year 8 – emerging role of parliament. Year 9 – War and Peace and the nature of democracy and impact of the growing franchise. • Beliefs and Values – Development of Human Rights, Unit on Racism • English – discussion of society/democracy/civilisation in yr 9 Dystopian literature scheme • Drama- Understanding and exploration of society/ democracy/civilisation (LOTF, Macbeth, DNA, London Riots, Apothecary, Sparkle Shark, Evacuees, Mr Fox SOL) • Music – Development of Blues Music and the impact of slavery upon the social and economic settings of black African Americans. The abolishment of slavery presented freedom and liberty, but introduced poverty and continued prejudice and discrimination. • Dance- Understanding and exploring how dance has impacted different societies and civilisations over time. Exploring legal rights and freedoms of different choreographers and how their legal rights influenced their creative decisions (Within Her Eyes, Everyone’s Talking about Jamie, Chicago SOL). Students understand how our precious liberties are strengthened by our justice system and forces (Remembrance).

<p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>	<ul style="list-style-type: none"> • Clear behaviour policy and with well published understanding of rules and laws • History – Year 10 Unit on Crime and Punishment. Historical understanding of emergence of laws • Beliefs and Values – Crime and Punishment Unit • Drama- Exploration of the justice system and the use of capital punishment (Craig and Bentley, London Riots SOL) • Dance – Exploring the justice system and how the political and social influences of the time impacted practitioners work (Everybody’s Talking about Jamie). • Computer Science - Respect civil and criminal law Students are taught about the legal implications Of: Downloading or streaming music/film from “free” sources, Posting offensive/slandorous material on social media, Cyber-bullying, Cryptography/Encryption, Hackers • Students learn about a range of laws relating to the use of IT and the internet: Copyright, Designs and Patents Act, Data Protection Act, Freedom of Information Act, Computer Misuse Act, Digital Rights Management
<p>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>	<ul style="list-style-type: none"> • Charities programme led through the tutor system e.g., Children in Need; Christmas Fair • Leadership opportunities – ambassadors, sports leadership, tutor reps, year group reps, student voice • Maths – example use of statistics for governments and public health • Geography – Students look at the role of the Environment Agency. Students also look at the role of stakeholders and how they can impact decision making in society. • Drama and Dance- Students working collectively as a group to make decisions and improve situations (e.g., peer pressure SOL, Everybody’s Talking about Jamie SOL.) Drama- students understand societies role and how communities have worked together to achieve an outcome (e.g., Apothecary, Evacuees, Mr Fox, London Riots) • Music – we run an extended curricular programme where students attend rehearsals outside of the school working day. We have a frequent and on-going dialogue with all parents and maintain an open, inclusive and flexible commitment with all. We regularly hold performances in the community and build meaningful relationships with all stakeholders.

	<ul style="list-style-type: none"> • Creative Arts – Extra-curricular / Community Arts Projects / Volunteering within the dept to work on a variety of artistic projects and activities. This shows how the arts can bring people together to work collaboratively on meaningful projects that are positive to well-being and mental health. • PE- Extra-curricular clubs are run outside of school time and break 2 in a variety of different sports. We have club links in the local Newton Abbot that we advertise to our students. • MFL - KS3 students regularly volunteer to be Languages Ambassadors at Open evenings • Business – entrepreneurship activities
the functions and uses of money, the importance and practice of budgeting, and managing risk	<ul style="list-style-type: none"> • Life Skills – budget management • Science – KS3 focus on fuel bills and how they are calculated • Food – awareness of food waste, environmental impact and need for planning and budgeting food. Carry out costing exercises. • PE- Discussion on positive and negatives of different training methods equipment within sport and how finance has an impact on these • Drama- Students develop a historical understanding of money including cost of living and salaries (Costermongers SOL). • Drama/Dance - Students gain and understanding of economic factors that influence practitioners work (Frantic Assembly, Everybody's Talking about Jamie, Chicago, WHE, London Riots).

Key Stage 4

Key idea	Examples from existing/planned curriculum. Please ensure subject is clear
parliamentary democracy and the key elements of the constitution of the United Kingdom,	<ul style="list-style-type: none"> • Assembly about democracy / voting rights / roles of monarch and parliament - TGR Feb 2021, Jan 2022 • Mock elections • English – understanding the political spectrum, socialism and capitalism in An Inspector Calls, the role of the individual vs society

including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	<ul style="list-style-type: none"> • Dance – Understanding the different roles of executive, legislature and judiciary and a free press within society and how they impacted storylines including Everybody's Talking about Jamie, Chicago, WHE. Holding those in power to account within ideas surrounding WW1 and WW2 and using Remembrance as an educational tool. • Drama- Understanding the political system and those in power in WW2 Germany (The White Rose). Understanding and exploring the Governments decision on antisocial behavioural orders (DNA).
the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	<ul style="list-style-type: none"> • Assembly about democracy / voting rights / roles of monarch and parliament - - TGR Feb 2021, Jan 2022 • Mock elections • History – units on Spanish and German History • English - context of rebellion, revolution and dissent against colonial powers through power and conflict poetry • Dance- Exploring the actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond (Everybody's Talking about Jamie). • Drama- To explore the role of resistance and protest in WW2 Germany (The White Rose resistance movement).
other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	<ul style="list-style-type: none"> • Geography – Nigerian economy and role of government in development • History – units on Spanish and German History • Assemblies - TGR Feb 2021, Jan 2022
local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the	<ul style="list-style-type: none"> • Dance- Student's study interrelationships within performance and understand how relations with the rest of Europe the Commonwealth, the United Nations and the wider world can impact performances (Everybody's Talking about Jamie, Chicago, Within Her Eyes). • Geography – Students look at the role of local government in terms of how it affects issues such as urban regeneration, dealing with deprivation and energy production. • Drama- To understand and explore the role of anti-war resistance movement groups in Germany in WW2 and the consequences of these actions (The White Rose).

United Nations and the wider world	
Human rights and international law	<ul style="list-style-type: none"> • Life Skills- The Equality Act 2010, prejudice and discrimination • Drama- The exploration of peer pressure within a teenage community and the consequences of individuals actions (DNA) • Dance- Students explore human rights within society (Everybody's Talking about Jamie).
the legal system in the UK, different sources of law and how the law helps society deal with complex problems	<ul style="list-style-type: none"> • Drama- The understanding of the law when exploring the consequences of missing persons (DNA) • Dance- The legal system in the UK and how it helps society deal with complex problems e.g exploring laws surrounding homosexuality (Everybody's Talking about Jamie). • Computer Science - Appreciate viewpoints of others on ethical/legal issues • Students are taught about: Online 'netiquette' – how to engage in an online community positively including how to respond to and debate with other, how to be a respectful digital citizen, the impacts of downloading or streaming 'free' music/films on the industry and artists involved – what are the laws.
diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	<ul style="list-style-type: none"> • Beliefs and Values – Anti Racism unit • BTEC CPLD – the importance of the provision of inclusive education • Life Skills- treating others with respect. Challenging stereotypes (gender, race, religion, sexual orientation, disability) • Drama- To understand and explore the gang culture within the UK and the consequences of their actions (DNA). • Dance- Exploration and understanding of ethnic identities and religion in the UK (Everybody's Talking about Jamie) • MFL – our subject constantly promotes diversity and nurtures intercultural understanding
the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering,	<ul style="list-style-type: none"> • Life Skills- Living in the wider world and contributing to society • Leadership opportunities – ambassadors, sports leadership, tutor reps, year group reps, student voice • Music / Dance / Drama – we run an extended curricular programme where students attend rehearsals outside of the school working day. We have a frequent and on-going dialogue with all parents and maintain an open, inclusive and flexible commitment with all. We regularly hold performances in the community and build meaningful relationships with all stakeholders.

as well as other forms of responsible activity	<ul style="list-style-type: none"> • Creative Arts – Extra-curricular / Community Arts Projects / Volunteering within the dept to work on a variety of artistic projects and activities. This shows how the arts can bring people together to work collaboratively on meaningful projects that are positive to well-being and mental health. • MFL - GCSE Theme 2 ‘Local, national, international and global areas of interest’/ Topic 2 ‘Social issues’ includes discussing charity/ voluntary work • KS4 students volunteering to support at Options evening/touring parents • PE- House Olympics and house tournaments. • Computer Science – digital citizenship, how to be a better digital citizen. Contribute positively to life in modern Britain -Students are taught about how to use the internet positively including social media how to leave a positive digital footprint and the impact this has on their lives including in the years to come, the history of computing and the influence of key historical figures from the UK in the development of modern-day technology and the dangers of the internet are highlighted to students and they are taught about what to do if they are uncomfortable with any online behaviour or material they see
income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent	<ul style="list-style-type: none"> • Life Skills- Living in the wider world, years 7,8,9,11,12,13 • Maths – Calculating with money; Interest rates, depreciation, calculating bills • Music – budget plans and risk assessments form part of one of our components in KS4 Music • Drama/Dance - Exploring and understanding the economical background within the creational process of dance and drama (Frantic Assembly, Everybody’s Talking about Jamie, Chicago, devised drama etc) • PE- Links to Sport England funding from national lottery.