

## Year 11 Curriculum Map

<b><u>Key:</u></b>	
SMSC	<b><u>S</u>piritual, <u>M</u>oral, <u>S</u>ocial, <u>C</u>ultural</b>
FBV	<b><u>F</u>undamental <u>B</u>ritish <u>V</u>alues: Individual <u>L</u>iberty (IL), <u>M</u>utual <u>R</u>espect (MR), <u>D</u>emocracy (D) and <u>R</u>ule of <u>L</u>aw (RL)</b>

### Essa Academy Year 11 Mapping Rationale - Citizenship

<b><u>Rationale</u></b>	Students will be exploring the idea of relationships, society and the law. Identifying acceptable and unacceptable behaviour and how this reflects in the criminal justice system. Students will also identify the effects of behaviour in society and the impact this will have a person's family, life and future.	
<b><u>Duration</u></b>	1 session every 2 weeks (1 hour)	
<b><u>Learning Phases</u></b>	Term 1 & 2: Citizenship and the law	Term 3 & 4: Mental health and wellbeing. Personal values, assertive communication, Domestic Violence and Forced Marriage

### Term 1 & 2:

<b><u>Term 1 &amp; 2: Citizenship</u></b>			FBV	SMSC	PSHE Wellbeing	PSHE Wider world	PSHE Relationships	Citizenship
1. Young offenders	Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders.	DO NOW: Case study: Keeley's dad was in and out of prison as she was growing up. Last year he gave her a stolen mobile phone for Christmas. Keeley is in trouble at school for stealing another girls pencil case out of her bag. Keeley is 10.	IL, RL	S, M		✓		✓

	<p>Be able to explain the difference between the way young offenders and adults are treated and what happens when young people commit crimes.</p> <p>Be able to apply knowledge and create arguments explaining your opinion about the way young people are treated by the law.</p>	<p>What is the age of criminal responsibility? James Bulger case study Behaviour orders and Child Safety order activity</p> <p><b>What would be the consequences for the young offender?</b> Why have you come to this conclusion, explain. <b>If found guilty, what sentence would they get?</b> How have you come to this conclusion, explain.</p> <p>Learning Review: Explain how today's lesson links with <b>TWO</b> other subjects in school. Explain how today's lesson links with <b>TWO</b> careers choices.</p>						
2. Hate crime	<p>Correctly identify whether cases are hate crimes and classify the factors behind them.</p> <p>Describe why cases of hate crime are reported to be on the increase and the reasons behind this.</p> <p>Explain the meaning of new key terminology and use these phrases articulately in the correct context.</p>	<p>DO NOW: Comparison photo of 1958-2018 What can we learn from these images about British attitudes to immigrants over the past 60 years? Only one of these images was acknowledged as a 'hate crime'. Why is this? What was the difference? <a href="https://www.youtube.com/watch?v=oaQbfi8igOg">https://www.youtube.com/watch?v=oaQbfi8igOg</a> Popcorn Reading: We will now find out more about the warning signs of CSE, the law and what we can do if we suspect a case of CSE is happening.</p> <p>Learning Review: Classifying a hate crime worksheet</p>	IL, RL, MR	S, M, C	✓		✓	✓

3. Forced and arranged marriage	<p>Correctly identify cases of both arranged and forced marriages and begin to describe the differences.</p> <p>Describe why certain case studies are forced or arranged and where victims can find help.</p> <p>Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</p>	<p><b>DO NOW:</b> Case study Emma misses her friend Aisha. She's gone to Pakistan to visit relatives. Weirdly though, she isn't replying on Snapchat and even Aisha's sister doesn't seem to know when she's coming back. The summer holidays have ended now and studious Aisha has missed a week of school already.</p> <p>Popcorn reading: We will now find out more about the differences between forced and arranged marriages and some warning signs we need to know about.</p> <p>How is a forced marriage breaking the Fundamental British Value, individual liberty?</p> <p><a href="https://www.youtube.com/watch?v=nF2_4uRtHJs">https://www.youtube.com/watch?v=nF2_4uRtHJs</a> <a href="https://www.youtube.com/watch?v=d5T-P7tbiVE">https://www.youtube.com/watch?v=d5T-P7tbiVE</a></p> <p>Case study activity worksheet What should you do in this scenario if it your friend, a person you know or yourself?</p> <p>Learning Review: literacy focus</p>	IL, RL	S, M, C	✓	✓	✓	✓
4. Anti-social behaviour	<p>Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.</p>	<p><b>DO NOW:</b> Make note of the key terms:</p> <ul style="list-style-type: none"> <li>Anti-social behaviour – behaviour likely to cause alarm, harassment,</li> </ul>	MR, IL, RL	S, M		✓		✓

	<p>Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators.</p> <p>Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.</p>	<p>or distress to other people around you.</p> <ul style="list-style-type: none"> <li>• Legal ramifications – consequences that involve the law – e.g. getting prosecuted or a criminal record.</li> </ul> <p>Think, Pair, Share: How would you describe someone who is anti-social?</p> <p>Is this anti-social behaviour?  <a href="https://inews.co.uk/news/uk/couple-asbo-peacocks-poo-village-gardens-derbyshire/">https://inews.co.uk/news/uk/couple-asbo-peacocks-poo-village-gardens-derbyshire/</a>  <a href="https://www.youtube.com/watch?v=yS6nWXrPDNk">https://www.youtube.com/watch?v=yS6nWXrPDNk</a></p> <p>Popcorn Reading: We will now find out more about anti-social behaviour, what it is, how we can help stop it and why people do it.</p> <p>Task 3: Using your information sheet, clip notes and laptops (if available) create either a leaflet, a webpage or a podcast which to dissuade teens from committing anti-social acts. Ensure you refer to the learning outcomes.</p> <p>Learning review: Which Fundamental British Value links to the topic you have looked at today? Make sure you give reasons for your answer.</p>						
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5. CSE	<p>Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</p> <p>Describe three most important red flags for both online and offline safety which suggest cases of CSE.</p> <p>Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.</p>	<p><b>DO NOW:</b></p> <ul style="list-style-type: none"> <li>Would a real modelling agency ask a 15-year-old to send pictures from her phone? What do you think?</li> <li>Why do you think Eva's friend is worried?</li> </ul> <p>Popcorn Reading: We will now find out more about the warning signs of CSE, the law and what we can do if we suspect a case of CSE is happening.</p> <p><b>Read the keeping safe guide your teacher has printed out:</b>  <a href="http://knowaboutcse.co.uk/youngpeople/#keeping-safe">http://knowaboutcse.co.uk/youngpeople/#keeping-safe</a></p> <p>Learning Review: Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.  <i>'It is everybody's responsibility to report possible cases of CSE'</i></p>	RL, IL, MR	S, M, C	✓	✓	✓	✓
6. Coercive control	<p>Describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help.</p> <p>Explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot.</p>	<p><b>DO NOW:</b> Case study  Kelly doesn't see her family much anymore, even though she misses them. Pete doesn't like her to. He says she doesn't need them anyway, she only needs him from now on.</p> <p>Popcorn reading: We will now find out more about what exactly coercive and controlling relationships are, what to look out for and where you can go for help if you're affected.</p>	IL, MR, RL	S, M, Sp, C	✓	✓	✓	✓

	<p>Explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.</p>	<p>Infographic: discuss questions: 1. How might an abuser use/demonstrate each of these factors – give an example for three.</p> <p><a href="https://www.youtube.com/watch?v=hC1pCi-GwGU">https://www.youtube.com/watch?v=hC1pCi-GwGU</a></p> <p>Think, Pair, Share</p> <p>How might coercive behaviour link to the law?</p> <p>Learning Review:</p> <p>“There is too much expectation for victims to deal with domestic violence and not enough expectation for the perpetrators to seek help themselves.”</p>						
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