



CITIZENSHIP – KS3

The activities in this education pack will support students to meet the following KS3 Citizenship curriculum requirements:

Key concepts

1.1 Democracy and justice (b)

1.2 Rights and responsibilities (a, b)

Key processes

2.1 Critical thinking and enquiry (a, c)

2.2 Advocacy and representation (a, b, c)

2.3 Taking informed and responsible action (a)

Range and content

- a) political, legal and human rights, and responsibilities of citizens
- d) freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- e) actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment

For further information on the KS3 Citizenship Programme of Study: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/programme-of-study/>

CITIZENSHIP – KS4

The activities in this education pack will support students to meet the following KS4 Citizenship curriculum requirements:

Key concepts

1.1 Democracy and justice (b, d)

1.2 Rights and responsibilities (a, b, c)

Key processes

2.1 Critical thinking and enquiry (a, c, d)

2.2 Advocacy and representation (a, b, c)

2.3 Taking informed and responsible action (a)

Range and Content

- a) political, legal and human rights and freedoms in a range of contexts from local to global.
- d) actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- f) the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK.

- g) how information is used in public debate and policy formation, including information from the media and from pressure and interest groups.
- h) the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector.

For further information on the KS4 Citizenship Programme of Study: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/programme-of-study/>

ENGLISH/DRAMA – KS3

Key concepts

1.1 Competence (a, e)

1.2 Creativity (d)

1.4 Critical understanding (a, c)

Key processes

2.1 Speaking and listening (a, b, c, e)

2.2 Reading (a)

2.3 Writing (r)

Range and content

3.1 Speaking and listening (b)

3.2 Reading (a, b, h, j)

For further information on the KS3 English Programme of Study: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/english/programme-of-study/>

ENGLISH/DRAMA – KS4

Key concepts

1.1 Competence (a, e)

1.2 Creativity (c, d)

1.4 Critical understanding (a, d)

Key processes

2.1 Speaking and listening (e, f, j, k)

2.2 Reading (e)

2.3 Writing (j, k, l)

Range and content

3.1 Speaking and listening (b, d)

3.2 Reading (b, j, k)

For further information on the KS4 English Programme of Study: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/english/programme-of-study/>



RE – KS3

Key concepts

1.5 Meaning, purpose and truth (a)

Range and content

- i) ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- j) rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship

For further information on the KS3 non-statutory Programme of Study for RE: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/english/programme-of-study/>
Please also refer to your locally agreed syllabus for RE.



Curriculum for Excellence enables students to become responsible citizens with respect for others and a commitment to participate in all aspects of life. To achieve this, young people need to grow in understanding of their own place in the world, and the impact their actions may have on the lives of others, including those of different beliefs, cultures and backgrounds. The activities in this pack will enable students to work towards the following outcomes in fourth level of the Curriculum for Excellence, and contribute to further exploration of these outcomes at senior level.

SOCIAL STUDIES

Experiences and outcomes

Learning in the social studies will enable me to:

- develop my understanding of my own values, beliefs and cultures and those of others;
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking;
- explore and evaluate different types of sources and evidence.

People, past events and societies

I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society.

SOC 4-04c

People in society, economy and business

Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

SOC 4-16b

I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.

SOC 4-17a

I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.

SOC 4-19a

By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims.

SOC 4-19b

RELIGIOUS AND MORAL EDUCATION

Experiences and outcomes

Learning through religious and moral education enables me to:

- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values;
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation;
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions;
- make a positive difference to the world by putting my beliefs and values into action.

World religions

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.

RME 4-05b

Development of beliefs and values

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.

RME 4-09a

ENGLISH

LISTENING AND TALKING

Tools for listening and talking

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

LIT 4-02a

Finding and using information

As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key

LIT 3-04a

As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements

LIT 4-04a



I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**

Creating texts

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- sum up ideas, issues, findings or conclusions **LIT 4-09a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

READING

Tools for reading

- Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **ENG 2-12a / ENG 3-12a / ENG 4-12a**
- I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. **LIT 3-13a**
- Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of text s and/or find the information I need. **LIT 4-13a**

Understanding, analysing and evaluating

To show my understanding across different areas of learning, I can:

- identify and consider the purpose, main concerns or concepts and use supporting detail
- make inferences from key statements
- identify and discuss similarities and differences between different types of text. **LIT 3-16a**

To show my understanding across different areas of learning, I

can:

- clearly state the purpose, main concerns, concepts or arguments and use supporting detail
- make inferences from key statements and state these accurately in my own words
- compare and contrast different types of text. **LIT 4-16a**

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 3-17a**

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. **ENG 4-17a**

I can: identify the main theme of the text and recognise the relevance this has to my own and others' experiences **ENG 3-19a**

I can: identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences **ENG 4-19a**

WRITING

Enjoyment and choice

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a / LIT 4-20a**

Organising and using information

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a**

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. **LIT 4-24a**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a / LIT 4-26a**

I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **ENG 3-27a / ENG 4-27a**



Having explored the elements which writers use, I can create texts in different genres by:

- integrating the conventions of my chosen genre successfully and/or
- using convincing and appropriate structures **ENG 3-31a**

Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:

- use the conventions of my chosen genre successfully **ENG 4-31a**

CROSS CURRICULAR HEALTH AND WELLBEING

Human rights are a core element of Health and Wellbeing in the Curriculum for Excellence.

Experiences and outcomes

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 4-09a**

Key cross cutting themes

Global Citizenship

Global Citizenship involves gaining knowledge and understanding of global issues, developing values relating to social justice and self awareness and developing the skills needed to make informed judgements. This resource contributes towards cross curricular teaching of Global Citizenship.

Political awareness

As young people learn about their rights and responsibilities, they should also learn how to influence their representatives and effect change at a local, national and international level.

Human rights

Human rights are the rights and freedoms we all hold in common as expressed in the UN Declaration of Human Rights. Learning and Teaching Scotland recommends Amnesty International UK's teaching resources for Scotland.



The activities in this pack will support students to meet the following curriculum requirements:

PSE KS3

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value and celebrate diversity and equality of opportunity locally, nationally and globally
- be moved by injustice, exploitation and denial of human rights
- participate in school and the wider community

Sustainable development and global citizenship

Learners should be given opportunities to:

- develop a sense of personal responsibility towards local and global issues
- appreciate that people's actions and perspectives are influenced by their values

and to understand:

- about global issues and be aware of the role of pressure groups.

PSE KS4

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights
- engage in practical involvement in the community

and to understand:

- the principles of the Universal Declaration of Human Rights

Sustainable development and global citizenship

Learners should be given opportunities to:

- recognise the rights of future generations to meet their basic needs

and to understand:

- the tensions between economic growth, sustainable development and basic human needs, eg the causes of inequality within and between societies.

WELSH BACCALAUREATE

The resources will also support students to explore the Active Citizenship and Sustainable Development and Global Citizenship elements of the Personal and Social Education (PSE) component of the Welsh Baccalaureate



KS3 LOCAL AND GLOBAL CITIZENSHIP

Key Concept - Human Rights and Social Responsibility

Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.

Pupils should have opportunities to:

- investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.
- investigate key human rights principles, for example, The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.
- investigate why different rights must be limited or balanced in our society, for example, individual rights v group rights, freedom of expression, movement, mode of protest etc.
- investigate local and global scenarios where human rights have been seriously infringed, for example, child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged etc.
- investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, in relation to addressing the issues raised across the key concepts.

KS4 LOCAL AND GLOBAL CITIZENSHIP

Human Rights and Social Responsibility is the core theme of local and global citizenship. Young people should be provided with opportunities to understand that a globally accepted values-base exists, within the various human rights international charters, which outline the rights and responsibilities of individuals and groups in democratic societies. Rights and values will clash in any society. Young people should consider how to handle these conflicts through democratic processes. It then becomes important to consider how, in a diverse society which aspires to be just and equitable, individuals and groups can influence the decision making process.

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding of how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;
- develop awareness of the role of non-governmental organisations.



ENGLISH WITH MEDIA EDUCATION

Developing pupils' Knowledge, Understanding and Skills

Through engagement with a range of stimuli including **peers**, poetry, prose, drama, **non-fiction, media and multimedia** which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become **critical, creative and effective communicators** by:

- expressing meaning, feelings and viewpoints
- talking to include debate, role-play, interviews, presentations and group discussions
- listening actively and reporting back;
- reading and viewing for key ideas, enjoyment, engagement and empathy
- writing and presenting in different media and for different audiences and purposes;
- participating in a range of drama
- interpreting visual stimuli including the moving image;
- using a range of techniques, forms and media to convey information creatively and appropriately.

(Objective 1) Developing pupils as Individuals

- Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion, for example, *in role-play, empathise with someone whose experience is different from their own.* (Key Element: Personal Understanding)
- Develop the ability to use language (including body language) effectively in communicating with and relating to others, for example, *explore situations in which tone, choice of words, gesture, facial expression can alter meaning/impact.* (Key Element: Mutual Understanding)
- Explore issues related to Moral character :
Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, *discuss moral choices of real-life and fictional characters.* Take responsibility for choices and actions. (Key Element: Moral Character)
- Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, *comment on a film, novel, performance or poem which has stimulated a personal insight.* (Key Element: Spiritual Awareness)

(Objective 2) Developing pupils as Contributors to Society

- **Use literature, drama, poetry or the moving image to explore others' needs and rights**, for example, *consider the needs of a fictional character; participate in a role play involving conflicting rights etc.* (Key Element: **Citizenship**)
- **Explore how different cultures and beliefs are reflected in a range of communication methods**, for example, *investigate local oral traditions and dialects etc; compare and contrast how the culture and lifestyle of different countries are represented in stories/poems/images etc.* (Key Element: **Cultural Understanding**)
- **Explore the power of a range of communication techniques to inform, entertain, influence and persuade**, for example, *compile and justify a list of top ten television advertisements/web sites for young people; create an innovative lifestyle article or feature for young people.*
- **Consider how meanings are changed when texts are adapted to different media**, for example, *compare and contrast a film and book version of the same story etc.* (Key Element: **Media Awareness**)