

# CAPE (Citizenship and Achieving Personal Excellence) Subject Overview

The Appleton School.

*Review Sept 2023 – Updated overview of order of subjects*



## Subject: CAPE KS3 and KS4

### Curriculum Intent (Covering Years 7-11)

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#### Department Vision.

CAPE enables students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Our aim therefore for CAPE is to provide pupils with:

- Accurate, relevant and up to date knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our Curriculum and respond to issues as and when they arise.

## Students Vision.

- to develop you as young citizens and knowledgeable community members
- to provide you with a key understanding of CAPE terminology, concepts, wellbeing techniques and SRE.
- to allow you to explore your health, mind and the world around you
- to provide you with an insight into how this subject is going to be useful in your chosen next steps in life
- to compliment your employability skills
- to prepare you for the everyday life

## What are your aims linked to the curriculum (National Curriculum and Specification criteria)

The vision and aims of the CAPE department at the Appleton School has been influenced by the Purpose and Aims of the National Curriculum.

## How is the curriculum delivered?

The CAPE curriculum is divided into 2 modules, Citizenship and PSHEE. Citizenship is taught in all year groups and includes Rights and Responsibilities, Democracy and Justice, Identity and diversity. PSHEE is taught in all year groups and includes SRE, Healthy lifestyles and careers. CAPE is taught by teachers in Specialist groups/topics to each year group.

## How is the curriculum assessed?

Assessments are completed at the end of the delivery of each Citizenship topic where students key knowledge and skills that have been developed through the unit and are teacher assessed on satisfactory/good and outstanding criteria.

## How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The curriculum is enriched predominately through the application of real life links to the community. There are also a large number of external speakers/visitors that come into school to talk about Careers and further education planning. Students are encouraged to keep up with the news and teachers are expected to bring real life examples into their lesson planning. We have very good links with the police and the fire brigade who also come in to speak to students regarding safety.

## What skills and knowledge do students bring with them from Key Stage 2 to Key Stage 3?

Students will have studied some PSHEE at primary school. They will have developed skills on how to express their opinions and views in a safe environment and in a non-discriminatory fashion.

## What skills and knowledge do students bring with them from Key Stage 3 to Key Stage 4?

Students will be familiar with ground rules regarding personal and social development. They will have learnt how to debate and enhanced their reading and writing skills and numerical skills.

## What will students study?

Students begin to study CAPE in year 7. They will learn about democracy and justice, identity and diversity and rights and responsibilities. They will also learn Digital citizenship, healthy lifestyles, Wellbeing and careers. In year 8, students will expand on their knowledge of democracy and justice, identity and diversity and rights and responsibilities. They will also expand their knowledge on Healthy lifestyles, careers and SRE. Both years 7 and 8 will have 1 hour a week in timetable of CAPE.

In year 9, students will expand on their knowledge of democracy and justice, identity and diversity and rights and responsibilities. They will also expand their knowledge on Careers, healthy lifestyles and SRE. In year 10, students will expand their knowledge on Careers and SRE, they will also delve deeper into Democracy and justice and rights and responsibilities. In year 11, students will cover Careers and SRE.

## Overview of CAPE

	Autumn 1 <sup>st</sup> term	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Transition and safety (Personal Wellbeing)</b>  Transition to secondary school and personal safety in and outside school, including first aid	<b>Democracy and Justice</b>  Introduction to parliament and the different political parties in the UK	<b>Health and puberty and Building relationships</b>  Healthy routines, influence on health, puberty, unwanted contact and FGM	<b>Rights and Responsibilities</b>  Introduction to Human Rights, why they exist, our rights as humans	<b>Healthy Lifestyles</b>  Eating healthily and looking after the body and mind	<b>Developing Skills and Aspirations</b>  Careers, teamwork and enterprise skills.  Raising aspirations
Year 8	<b>Identity and relationships</b>  <b>Gender Identity, sexual orientation, consent, Sexting and an introduction to contraception</b>	<b>Healthy Lifestyles</b>  Alcohol and drug misuse and pressures relating to drug use	<b>Community and Careers</b>  Equality of opportunity in careers and life choices and different types and patterns of work	<b>Democracy and Justice (identity and Diversity)</b>  Immigration and refugees, prejudice and discrimination, gender identity	<b>Personal Wellbeing</b>  Mental health and emotional wellbeing, including body image and coping strategies	<b>Rights and Responsibilities</b>  Human rights and how they work, human trafficking, FGM and forced marriage

<b>Year 9</b>	<b>Democracy and Justice</b>  What is the role of the police and how does the judicial system work	<b>Personal Wellbeing</b>  First aid and sleep management	<b>Careers</b>  Learning strengths, career options and goal setting as part of the GCSE options process. Choosing the right GCSE options.	<b>Healthy Lifestyles</b>  Mental health and coping with grief	<b>Rights and Responsibilities</b>  Human rights, the holocaust and the Universal declaration of Human Rights	<b>Intimate relationships</b>  Relationships and sex education including consent, contraception, the risks of STI's and attitudes to pornography
<b>Year 10</b>	<b>Rights and responsibilities</b>  The Influence and impact of crime, drugs and gangs and the role of social media	<b>Careers – Mock interview day</b>  Preparing for mock interview day and the world of work.	<b>Mental health Personal Wellbeing</b>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making/Healthy lifestyles</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b>  Relationships and Sex expectations, pleasure and challenges, including the impact of social media and pornography	Democracy and Justice  Anti Terrorism What is terrorism and how should we react if faced with a terrorist attack
<b>Year 11</b>	<b>Next steps</b>  Application processes, and skills for further education, employment and career progression	<b>Communication in Relationships</b>  Personal values, assertive communication (including contraception and sexual health), relationship challenges and abuse	<b>Study Skills</b>  Preparation for GCSE examinations in Summer 2.	<b>Study Skills</b>  Preparation for GCSE examinations in Summer 2.	<b>Study Skills</b>  Preparation for GCSE examinations in Summer 2.	

## What cross-curricular themes have been identified?

The main cross curricular links that are present throughout this subject are English, Mathematics and Economics. A number of written skills are required throughout the subject when answering questions and quantitative skills are included through calculations and interpretations of data. There are topic areas throughout the subject that have heavy focus on economic aspects such as money, economy, external environment. There are also cross curricular links with Geography, History, RS and science.

Maths	Links to CAPE: Financial Awareness, Budgeting. Percentages of interest rates
Science	Links to CAPE: RSE, the reproductive system, environmental and global awareness
English	Links to CAPE: Careers, Analysing, evaluating, use of pronouns, creative writing, debating skills, CV and cover letter writing
Computer Science	Links to CAPE: Digital safety, budgeting using spreadsheets and formulas, CV and cover letter writing
MFL	Links to CAPE: Identity and diversity, immigration and refugees, communities
Food Technology	Links to CAPE: Healthy lifestyles, eating healthy, nutrition and mental health
Humanities	Links to CAPE: Democracy and Justice, parliament, law making, crime and punishment, Rights and Responsibilities,
Performing Arts	Links to CAPE: Expressing opinions, confidence, debating skills
Business Studies	Links to CAPE: Financial awareness, budgeting, interest rates, tax rates, cashflows, maintaining a career, employment laws
Physical Education	Links to CAPE: Healthy lifestyles, mental health, social interaction, teambuilding, first aid
Art	Links to CAPE: expression and opinions through creative drawing
Design and Technology	Links to CAPE: Careers and learning a trade, health and safety laws, first aid

## How will this be assessed to show that students have learnt and remembered what they have been taught?

Years	Term 1	Term 2	Term 3
7	End of unit tests	End of unit tests	End of unit tests
8	End of unit tests	End of unit tests	End of unit tests
9	End of unit tests	End of unit tests	End of unit tests
10	Handing in of CV and application form	Feedback from Mock Interview day	End of unit tests
11	Applications for college/sixth form		