

Citizenship and PSHE Curriculum in KS3 and 4

INTENT

Our overall curriculum intent is to ensure our students have a well-planned and coherent experience in Citizenship and PSHE, in both KS3 and KS4, so that they develop the skills, attitudes, knowledge and understanding they need to be able to take a full and active role in their lives and that of their community. They must be able to understand how to communicate clearly, and to build their own resilience, through an understanding of themselves and their relationships. They will learn the skills to manage risk through an understanding of the implication of different actions such as early sexual experiences, personal finance, drugs or gambling.

They must also be able to engage in their communities, understanding our town, and how they fit into the wider community, both nationally and globally. Students will develop the skills to be able to respect others' perspectives, and to take action to implement change in their communities. They will understand the importance of non-governmental organisations and community champions, and engage with people in their communities to share ideas and resolve problems. They also need to be able to understand the complexities of how our country is governed, and how they can influence change within that. Students will learn about the nature of rules and laws, and how the Criminal Justice System works. Media literacy and the ability to critically analyse media is key to developing a confident understanding of the world and to confidently take part in deliberative debates.

Implementation:

To do this, we principally deliver Citizenship and PSHE in discrete lessons with experienced specialist teachers. Students typically have one lesson a week for most of Year 7 and 8, and one lesson a fortnight for Years 9-11. Knowledge, skills and attitudes are built on through a spiral curriculum that allows young people to develop from years 7 -11. Earlier knowledge and skills are revisited throughout, allowing a young person to strengthen their understanding and application of knowledge. Where the curriculum time has been narrowed to make way for specialist learning in other curricular areas, the focus for these groups will be RSE and mental health in PSHE, and the basis of the Fundamental British Values in Citizenship Education.

Project-based lessons, and themed schemes of work that allow students to take an active role in their learning are key to the successful implementation of Citizenship and PSHE. Students are actively encouraged to question perspectives on issues, and to challenge and debate with each other. Role play, discussion, case studies, value continuums, forum theatre and other active learning strategies are employed to maximise the impact of the curriculum and to make it

as 'real' to each individual as possible. Students with SEND are supported to develop their vocabulary and skills, to ask questions in a safe environment and to feel confident in the classroom. Ground rules are explicit and reinforced every lesson to ensure all students are happy to be part of the lessons, particularly when teaching RSE and sensitive and controversial topics. It's important for our students to build their empathy and develop their emotional intelligence. Assessment is in the form of presentations to the class, mind-maps, quizzes, ongoing teacher assessment and peer-assessment. We want students to remember and apply these skills for life!

Development Days also play a significant role in the delivery of Citizenship and PSHE and wider SMSC-based topics. These occur four times a year and allow us to go into real depth into topics such as Internet safety, community action, multiculturalism, politics, career communication skills and team building. They are delivered by the whole academy staff and strengthen personal development as part of our culture.

GCSE Citizenship is available as an option subject so that students can take the subject in far more breadth and depth. We use AQA GCSE Citizenship studies, and students cover the topics of Theme 1:

Impact:

Weymouth is slightly isolated from the outside world as a coastal town surrounded by rural Dorset. Our young people should feel empowered and ambitious to improve their home town, but also to feel like they are a part of the wider community in the UK and internationally by understanding how it functions and how they can engage in our democracy and stand up for Human Rights including their own. By taking part in Active Citizenship, students are encouraged to get involved on all levels.

The delivery of a coherent PSHE curriculum helps to ensure that our young people are armed with the skills to live a happy and healthy life, to make safer choices and to nurture their relationships with other people.

When a young person reaches the end of Year 11, they have developed the knowledge, skills, understanding and attitudes they mean they are equipped for their future life in whichever context they choose.