Clevedon School Citizenship Curriculum: Statement of Intent

"Citizenship is the chance to make a difference to the place where you belong." – Charles Handy

1. Purpose of study:

- Our curriculum gift for all learners is to give them the knowledge required for a positive citizen; the ability to explore issues and develop and share opinions relevant to the communities and world in which they live; and the skills to be able to be active in society, both now, and in their future lives.
- The issues and topics students experience in their lessons serves to expose them to the wider global community, and empathise with the ideas, opinions, beliefs and experiences of fellow humans.
- Citizenship is fundamental to empowering students to develop a voice and take action in their lives and futures. Students engage in discussion and articulate in oracy and debate. Respectful critical dialogue is encouraged.
- We want to ensure pupils understand the importance of British values, the principles of the Global Goals for Sustainable Development, and how to be a positive active citizen in the world.
- Citizenship plays a unique role in the curriculum tying together elements of learning from across (and beyond) the school through the lens of the school motto and ethos: Be Kind, Be Brilliant.

2. The Clevedon way promotes character, ambition and community in our curriculum:

- The Citizenship curriculum aims to develop student confidence in oracy by engaging with big societal goals and questions, and having oracy based assessment opportunities.
- Our fundamental aim is to instil a passion for understanding the world, and develop the confidence and skills to be able to make positive choices and contributions in this world.
- The Citizenship curriculum aims to stretch students to question their own views and explore links between learning and social development, thus enabling them to take an active role in their own learning and become self-motivated citizens that can activate positive change.
- Our curriculum is ambitious because of the cross curricular links in Socratic and critical thinking with the English and RPE curricula.
- The Citizenship curriculum also aims to ensure students encounter diverse cultures, societies and people through a broad range of content.
- Clevedon students will be able to make an impact on our local, national and global community because of the links that are forged with local and wider organisations and communities.
- Underpinning our curriculum is the study of British values. Both in the content of knowledge, and through opportunities to explore democracy and student voice; understand and engage with individual liberty and the rule of law; and the promotion of mutual respect for all.
- The intention of our curriculum is to embed the Clevedon School values of kindness and brilliance through creating positive learning environments and relationships with and between students.
- By developing students skills of self-reflection we enable them to grow and develop as individuals and successful learners.

3. Our curriculum is ambitious for all learners:

- We realise it is crucial to root learning in real life, in order to help students see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In our subject, we create explicit links and opportunities to explore the application of knowledge beyond the classroom through scenarios and discussions, and working towards the achieving of key Gatsby benchmarks.
- In order to ensure students have the opportunity to continue study at Level 2 or 3 at KS5 (depending on starting point), or to access a subject-related apprenticeship, we ensure that our content is carefully mapped to consider the knowledge and essential skills needed, and that CEIAG is delivered impartially and supportively.
- For students who are PP, we ensure we are supporting them to achieve their potential by using the 'five Cs' and working with the HOH and Pupil Premium Co-ordinator to support their needs.
- For students with SEND, we ensure we maintain high expectations of their potential and progress by building positive relationships between students, home and school, and working with Student Support to consider alternative arrangements in some cases.
- We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by enabling questioning and higher order thinking in class discussions, and encouraging learning both in and beyond the classroom.

4. Our curriculum is sequenced to enable our students to progress to brilliance:

- The Citizenship curriculum is a progression model which operates with a degree of flexibility to allow students to explore issues and content that is current and age appropriately relevant to their needs.
- The Citizenship, PSHE and RSE content is interleaved and builds towards real expertise, using expert signposting to further support the development of individual student knowledge beyond the classroom.
- Our curriculum is designed to be inclusive and representative, with a clear focus on necessary knowledge, skills and desired attributes for making informed decisions now and in the future.
- We incorporate practice and retrieval of key knowledge and essential literacy to aid students learning and long-term memory.
- The Citizenship curriculum is enquiry driven enabling regular opportunities for students to explore big societal and cultural questions.
- We have high ambitions for our PP and SEND students with the expectation that they will access the same curriculum as their peers, while also working with specialist colleagues to support individual social and emotional needs, and encouraging student leadership and enrichment engagement.