

# Highfield Middle School

## Citizenship

### Intent, Implementation and Impact

#### 2022

#### Intent

In Citizenship we aim to produce rounded, mature, happy young Citizens for their next steps in their learning journeys. We want children to be confident in aspects of Citizenship, such as democracy, rights and enterprise, as well as being confident in themselves as individuals and within relationships. We want children to have an understanding of the changing landscape of careers and introduce and give them experiences of real-life work experience and encounters with employers.

We want all children to progress throughout KS2 and into KS3 with the skills to communicate, discuss, contribute and listen during discussion activities whilst thinking critically from different perspectives.. We want them to be active citizens, understanding their role in society.

In KS2, children will:

- Learn enterprise and business skills, through taking part in the Make £5 Grow challenge,
- Understand British values through finding out about anti-social behaviour, democracy, equality and diversity,
- Address healthy lifestyles through SRE and road safety topics

In KS3, children will:

Discuss identity, online behaviour and consequences of actions,

Learn about Human rights and British Values through the Show Racism The Red Card project, along with Democracy, Parliament, Laws and Justice

Develop a deeper understanding of business, enterprise and careers through The Tenner Challenge project,

Understand Sex and Relationships, sexual orientation/gender, consent, body image, and the requirements of contraception within a relationship.

## **Implementation**

Within lessons, Citizenship is taught mainly by the Head of Department (majority of KS3) and by pastoral teachers in KS2. In Year 5, Citizenship is taught on a carousel of 9 week blocks to accommodate swimming for each class.

Schemes of work from JIGSAW are used in KS3 and build upon prior learning through Year 7 and into Year 8. KS2 schemes of work are carefully matched to fit into the KS3 PSHE/Citizenship curriculum so that they can be built upon in KS3. All topics are constructed to facilitate the building of discussion, listening and participation skills.

Pupils receive one hour of Citizenship teaching per week, and there are many opportunities for the learning to extend across the school day through trips to County Hall, Grainger Market, or through attending virtual careers events or by receiving specialist assemblies.

Pupils of all abilities are catered for within Citizenship. Sometimes, those that struggle with core subjects thrive in the environment of sharing their ideas and opinions. This is wholly encouraged and great emphasis is placed in those who contribute and participate in lessons. All students are supported in achieving high levels by being able to take part in partner or group work, as well as by working independently in books. Links are also made between subjects such as letter writing or interpreting graphs to support Literacy and Mathematics across the curriculum.

Pupils are assessed in Citizenship in many ways; presentations, letter writing, self-assessing and peer-assessing work with children being encouraged to think critically, and from different perspectives within their work.

## **Impact**

How do we measure the impact?

We measure the impact of Citizenship by observing well rounded, mature children who are kind, confident and articulate around school. Wellbeing surveys are carried out on a yearly basis to assess pupils' happiness.

Termly data drops are used to analyse the progress made within subjects. After each data drop, the curriculum leader will analyse data and will identify any differences between key groups of pupils and work out a plan to diminish these.

How does that influence future curriculum design?

The Citizenship Curriculum has been adapted on a yearly basis to keep up with the differing needs of our school community. Recently, COVID has meant that there has been more focus on wellbeing and mental health. There has also been a push towards careers education as well as SRE within the subject so the Curriculum leader is constantly looking at ways to evolve the curriculum without losing the fundamentals of the needs of the pupils.