

# Key Stage 3&4 Citizenship Curriculum Statement



## Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the Citizenship curriculum is taught following the Department for Education's 2013 Guidance. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Citizenship to the level and pace specific to each learner. For all areas of the Citizenship curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

### Intent

- Citizenship education "helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society" (DfE 2013) including:
  - Understanding of how the United Kingdom is Governed
  - Understanding the purpose of democracy
  - Understanding of the legal and justice system
  - Understanding of how to budget and manage their money effectively for both present and future needs
- To develop debating skills and encourage pupils to make reasoned arguments based on evidence and a range of opinions
- To develop pupils in the ability to share their differences in a positive way

### Implementation

- The citizenship curriculum is embedded in the PSHE/RSE Curriculum and is planned using the EC Publishing resources.
- Resources are adapted and edited according to the cohorts needs.
- The Curriculum cannot always be taught in a linear process due to the needs of the young people. When difficulties arise we will address them to support the young people.
- Lessons incorporate scenario based application for pupils to understand their learning in a tangible way.
- Each academic year will develop previous learning to strengthen understanding and to consolidate learning.
- Delivery of the Citizenship curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Where possible prior learning is considered and opportunities for connecting topic including crosscurricularly
- Constructive debate to allow for understanding of different perspectives and to develop evaluation skills will be built in from Year 7

### Impact

- Pupils are engaged, curious and respectful in Citizenship lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can apply this to scenarios

- Pupils are tolerant and respectful of difference and can use this in social interactions with individuals from a variety of backgrounds.
- Pupils can identify, keep themselves/other safe and seek out the correct support in a variety of situations
- Pupils can function as positive and active members of their communities

#### English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Citizenship we strive to include information related to the background and local area of the diverse range of pupils who attend the hospital school.

#### Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Citizenship, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).