



Post-16 Curriculum Long Term Planning: Citizenship

Curriculum Intent

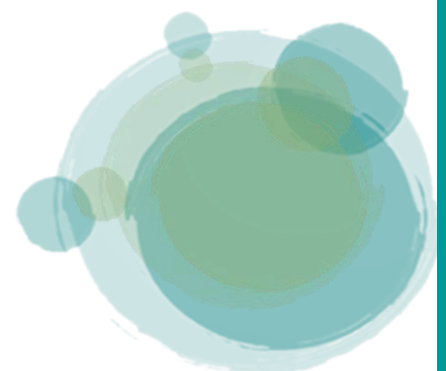
The Post-16 Citizenship curriculum at Chadsgrove School is part of the 'Community and Relationships' section of the Preparing for Adulthood Framework. The curriculum aims to equip students with the knowledge, skills, and values necessary to become informed, responsible, and active members of society. Here are key aspects of the curriculum intent for Citizenship Education:

1. **Civic Knowledge:** Citizenship Education aims to provide pupils with an understanding of the political, legal and social structures that shape their communities and societies. This includes knowledge of democratic principles, human rights, the rule of law, and the role of government institutions at local, national, and global levels.
2. **Critical Thinking and Inquiry Skills:** Citizenship Education encourages pupils to develop critical thinking skills and the ability to analyze and evaluate information from diverse sources. Pupils learn to question assumptions, consider multiple perspectives and make informed decisions on complex issues related to citizenship, democracy, and social justice.
3. **Active Participation:** Citizenship Education emphasizes the importance of active participation in civic life. Pupils are encouraged to engage in democratic processes such as voting, volunteering and advocacy to address social issues and contribute positively to their communities. They learn about their rights and responsibilities as citizens and the importance of civic engagement for promoting social change and collective well-being.
4. **Ethical and Moral Values:** Citizenship Education promotes the development of ethical and moral values such as respect, tolerance, empathy, and social responsibility. Pupils learn to appreciate diversity, understand the impact of their actions on others and act ethically and responsibly in their interactions with individuals and communities, both locally and globally.
5. **Empowerment and Agency:** Citizenship Education aims to empower pupils to become active agents of change in society. By fostering a sense of agency and self-efficacy, pupils develop the confidence and skills to identify and address social issues, advocate for positive change and contribute to building a more just, inclusive and sustainable world.

Citizenship has been divided into the following topics for Post-16 Formal and Semi-Formal Pathway groups; Learning a New Skill and Volunteering.

The Formal and Semi-formal Pathway includes elements of the Duke of Edinburgh Award. Pupils following both Semi-Formal and Formal Pathways have the opportunity to complete the Bronze Duke of Edinburgh Award and engage in expedition skills during a lunch club in preparation for an overnight expedition.

Pupils complete and use individual Transition Plans which will, where possible, be used to inform volunteering opportunities. Teachers use these to inform personalised citizenship sessions.



Curriculum Implementation: Citizenship

Formal and Semi-Formal Pathway:

Autumn	Spring	Summer
<p>Learning a New Skill Pupils will develop a skill that helps them get better at something they are really interested in and gives them the confidence and ability to use this skill both now and later in life.</p> <p>Pupils will</p> <ul style="list-style-type: none">• Develop practical and social skills• Nurture personal interests and talents• Boost self-esteem <p>Suggested activities:</p> <ul style="list-style-type: none">• Performing Arts• Science and Technology• Care of animals• Natural world• Music• Games and Recreation• Life Skills• Media and Communication• Creative Arts• Learning and Collecting <p>Specific skills ideas and activity logs are provided in the Skills folder.</p>	<p>Volunteering Pupils will make a meaningful contribution within their communities, influence change and shape the world they want to live in.</p> <p>Pupils will</p> <ul style="list-style-type: none">• Increase community cohesion through a cause or social action• Support the well-being of members of their community and themselves• Feel empowered to lead change• Build empathy and make a positive impact on others• Further understand their own goals by evaluating their progress and building confidence and self-esteem• Increase their employability chances and skills for life by developing teamwork and leadership abilities• Build confidence by being around people they may be unfamiliar with <p>Suggested activities:</p> <ul style="list-style-type: none">• Community action and raising awareness• Helping a charity or community organization• Coaching, teaching or leadership <p>Specific volunteering ideas and activity logs are provided in the Volunteering folder.</p>	

Curriculum Impact

1. Post-16 pupils engage in appropriate, meaningful and personalised skills and volunteering experiences.
2. Post-16 pupils gain evidence to support individual preparing for adulthood/citizenship targets and/or relevant Duke of Edinburgh units and work folders.
3. Post-16 pupils have a clear transition plan, supported by the Citizenship curriculum.

