

CITIZENSHIP CURRICULUM INTENT

The Citizenship curriculum at Salford City Academy exposes students to the most important ideas, issues and legalities that will affect them during their lives.

The Citizenship curriculum at Salford City Academy is knowledge rich, where students develop the knowledge, awareness and understanding of democracy, the government and how laws are made and upheld. Furthermore, Citizenship equips students with the skills to explore political and social issues critically, evaluate statistical evidence, debate and make justified conclusions. The key themes in our curriculum are:

- **Democracy and Human Rights**- These are an integral part of the Citizenship Curriculum throughout KS3 and KS4 and are taught in Y7 when students study Democracy and the Government, in Y9 when students study Law and Justice, Y10 when GCSE students study Democracy at Work and in Y11 when GCSE students study Power and Influence.
- **Society**- This is taught explicitly in Y7 when students study Social Responsibility, Y8 when students study the UK's Place in the World and in Y10 when GCSE students study public services, local councils and migration.
- **British Values**- These are an integral part of the Citizenship Curriculum throughout KS3 and KS4 and are taught in Y7 during the student elections, in Y8 when students study individual liberty and in Y10 when GCSE students study respect, tolerance and identity.
- **PSHE and CIEAG**- This is taught explicitly in Y7 when students study healthy relationships, drugs and alcohol, in Y8 when students study career choices, in Y9 when students study relationships and sex education and also financial management.

The Religious Studies Curriculum at Salford City Academy is underpinned by the following curriculum principles.

Entitlement: All students have the right to access the Citizenship and PSHE National Curriculum and acquire and combine the knowledge from each to become students who are ready to make a positive contribution to society. Furthermore, Citizenship equips students with the skills to explore political and social issues critically, evaluate statistical evidence, debate and make justified conclusions. All students will be taught Citizenship in Key Stage 3 and then have the option to choose GCSE Citizenship in Key Stage 4 following the Edexcel Specification.

Coherence: The Citizenship curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. Following the guidelines set out in the National Curriculum, provides the opportunity for students to secure foundation knowledge in early KS3 and then make this knowledge richer as the progress throughout the school years. The topics chosen are strategically mapped to ensure they are suitable for students' stage of development. The curriculum will enable students to deepen their understanding of relationships between people and become informed about common and divergent views. Citizenship contributes to students' personal development, well-being and community

cohesion by promoting mutual respect, tolerance and understanding in a diverse society. It enables students to live safe, healthy and fulfilling lives and make a positive contribution to society.

Mastery: We ensure that foundational knowledge, skills and concepts are secure before moving on. Students revisit prior learning to consolidate knowledge and apply their understanding in new contexts. Following the National Curriculum guidelines allows students to build on the foundation knowledge they have acquired as they progress through KS3 where lessons are tailored in a way which considers our student demographic and allows students to build up their ideas of what Citizenship means from a local level to a national and global level. In both key stages, extended writing is a feature of the Citizenship Curriculum, so as to promote and allow students to practice this whole-school skill. PSHE topics from the National Curriculum such as what makes a healthy relationship are interleaved with Citizenship topics such as financial management. We believe that this combination of PSHE and Citizenship enables our students to become positive citizens who engage with issues of local, national and international importance such as voting, charitable activity and sustainable development.

Adaptability: The core content – the 'what' – of the curriculum is stable, but we bring it to life in our local context and use relatable examples where possible – the 'how' – is consideration of how we deliver the lessons with tailoring needed for individual classes. Studying Citizenship at SCA promotes mutual respect, tolerance and understanding of modern Britain and living within a diverse society. The curriculum has been planned for all students, including those identified as HPA and SEND. Modelling is used extensively to ensure that all students achieve their full potential. Ensuring all lessons are clearly scripted, concise, and consistent allows SEND students to use and apply their literacy skills.

Representation: All students see themselves in our curriculum, and our curriculum takes all students beyond their immediate experience. Explicit and regular reference is given to British values throughout the curriculum, for example democracy, liberty and human rights in Year 8 and respect and tolerance within Year 9. Students also have the opportunity to identify themselves or other family or friends if they identify as sharing one of the beliefs we discuss. It is also vital that other students who don't hold those beliefs are able to accept and respect those who do. Studying Citizenship is valuable to students as it develops their knowledge, awareness and understanding of democracy, the government and how laws are made and upheld.

Education with Character: Students will have the opportunity to explore Citizenship beyond the classroom in a range of different ways. One of the main ways this is conducted is through assemblies addressing British Values and raising awareness of societal issues such as knife crime and drugs. Students also have external visitors who are invited to the Academy to provide workshops, assemblies, aspire clubs and enrichment days such as the most recent one on financial management.