

Citizenship Curriculum Rationale



At Abbey Lane School, our ambition is to create a calm, happy environment, which enables children to be successful and content individuals. We aim to support children in reaching their full potential- both personally and educationally. Our Citizenship education is driven by our school's desire to prepare children with key skills for their future. It offers them the knowledge to be safe, healthy and confident global citizens both on and offline. Personal, Social, Health Education (PSHE) provides children with lifelong learning required to understand their personal development as responsible, independent members of society. It also supports children to think about the social, moral and cultural issues which arise within society. Relationships, Sex and Health Education (RSHE) enables children to think about the relationships in their life and supports them to grow as individuals and members of a family and community. We strive to ensure our children feel able to talk about their thoughts, feelings and mental wellbeing. Our Citizenship education includes the National Curriculum requirements for RSHE, Online Safety, PSHE (PSHE is taught where necessary dependent on the needs of the pupils) and national initiatives, including but not exclusive to, Anti-Bullying week, Children's Mental Health week, Online Safety Week and Road Safety week. The personal development of Abbey Lane pupils underpins all aspects of the wider curriculum and we want them to leave our school well equipped for later life.

| INTENT | | IMPLEMENTATION | | IMPACT | |
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| <p>Alignment to the National Curriculum</p> | <p>At Abbey Lane, the RSHE curriculum covers all objectives from the RSHE statutory guidance (DfE 2019). Our curriculum begins in EYFS, with the personal, social and emotional development area of the curriculum. In KS1 and KS2, we follow the Sheffield Primary RSHE Curriculum through the three key strands of Relationships, Living in the Wider World, and Health and Wellbeing. We ensure to follow all of the objectives set out in the framework. Our curriculum teaches that mental well-being is key to ensuring that the children are prepared for future challenges and provide them with the capability to care for themselves and ask for support if they need it. Pupils learn the knowledge to be safe, healthy, confident global citizens in both an on and offline world, where they will be presented with both exciting opportunities and difficult challenges. We aim to instil a love of learning by helping the children to become inquisitive and creative individuals.</p> | <p>Pedagogical Approaches</p> | <p>At Abbey Lane we ensure that all children receive a broad and balanced curriculum (Sheffield syllabus for RSHE including PSHE are followed). Lessons are built on engaging content that hook children in using books and visual stimuli. Discussion is an important part in the structure of teaching in the subject. Pupils are encouraged to express their thoughts, share their experiences and ask questions of their learning. Lessons are adapted, where appropriate, to ensure pupils individual needs are met and pupils with SEND are catered for. We ensure that the curriculum is delivered in a range of engaging ways (teaching methods & instruction; resources; quality texts; real-life practical experiences; collaborative and independent problem solving opportunities), maximising cross-curricular links, where appropriate.</p> | <p>Approach to assessment</p> | <p>RSHE is not formally assessed, the focus is on personal progression rather than attainment. Questioning is used as an approach to assessment.</p> |
| <p>End points</p> | <p>Children will be equipped with essential skills for life with the intent that our children become motivated, resilient, learners. Children are taught about how to care for their mental wellbeing, and the knowledge and understanding to develop positive and safe relationships, and understanding</p> | <p>Teachers' Expert Knowledge</p> | <p>Teachers ensure that any gaps in knowledge are addressed through accessing high quality support materials, provided as part of the Sheffield scheme. Children and staff may have their own opinions, but it is important that the teacher challenges any close mindedness from children, and is mindful that their own faith</p> | <p>Performance Data</p> | <p>Children are making progress in RSHE lessons by achieving the learning objective for the lesson, which is assessed by the class teacher based on written or discussion based learning. Teachers make judgements on the level of understanding and adapt sequencing</p> |

Sequencing

complexities of friendship. Children are encouraged to talk about and manage their feelings, and learn how to be healthy through exercise, diet and hygiene.

Our curriculum provides the building blocks to healthy, respectful relationships on and offline, through following a clear, planned structure that covers all aspects of RHE. Our curriculum shows a clear line of progression through lessons, and across year groups. Lessons in each phase link together, showing progression which allows children to link their knowledge and understanding. We ensure that our RSHE topics are sequenced appropriately through school in a logical, progressive manner and sensitive topics are taught in an age- appropriate way.

Addressing Social Disadvantage

Our curriculum provides children with the lifelong learning required to understand their personal development as responsible, independent members of society and ensure they have the personal skills to achieve their full potential. Teachers are provided with high quality RSHE materials and a comprehensive scheme, allowing them to deliver high quality lessons.

We celebrates that all of the children in our school are unique and individual.

Local Context

Our curriculum is underpinned by a good understanding of the background of our pupils' faith and culture. In lesson delivery teachers will take this into account when covering sensitive subjects. Our curriculum looks at the community, which covers who lives in the neighbourhood, allowing children to explore and discuss their local community. We ensure to have positive relationships between parents/carers and the community, as this forms the foundation of RSHE teaching.

Promoting Discussion and Understanding

and beliefs will be different to those in the community. RSHE teaching should celebrate diversity and promote inclusion.

Each lesson actively encourages children to talk about their feelings and wellbeing in a variety of situations and to debate personal views and thoughts. The units are delivered using approaches such as circle time, through story, role play or discussion scenarios. Thus meeting the needs of all learners in school. Children are encouraged to question in order to feel empowered that they can make their own decisions around relationships, health and wellbeing.

Knowing More and Remembering More

Our lessons are sequenced, building on and allowing transfer of knowledge, therefore helping children to commit learning to long-term memory. RSHE also links to other areas of the curriculum such as Computing and Science. We encourage and provide the opportunity for children to transfer knowledge between curriculum areas.

Teacher Assessment

A wide range of AfL techniques are used to explore children's prior knowledge and allow teachers to gain an insight into children's understanding, knowledge and any misconceptions. RSHE exercise books demonstrate progression and enable teachers to identify gaps in learning. Feedback is given, and misconceptions are addressed, to help children on their learning journey.

Pupils' Work

lessons if necessary. Understanding is gained through AFL strategies.

RSHE lessons mainly take place through discussion, but children may explore content through a range of other activities including books, diagrams and representations. Children can show their understanding through their work, and be able to confidently discuss their reasoning. Pupil responses through circle time and discussion based learning will be assessed through questioning.

Talking to Pupils

Children can talk with confidence about their personal health and wellbeing, articulating ideas using a rich, developing vocabulary. They can use the appropriate vocabulary when reflecting both in and outside of lessons. We ensure to respond to pupil voice, tackle current issues and adapt learning opportunities to meet the needs of the children.