

# ASHGATE CROFT SCHOOL

## CITIZENSHIP POLICY



Approved by Curriculum & Progress Committee meeting: 30<sup>th</sup> March 2017

Minute No.: 19.3/17 (C/P)

To be reviewed by: S Schofield, Spring 2019

### **Introduction**

#### **Purpose**

This policy is intended to ensure consistency and progression across the school in terms of developing pupils' knowledge and understanding of Citizenship. Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society in modern Britain.

#### **Aims**

- For all staff to understand what is meant by Citizenship and the requirements of the National Curriculum with respect to the subject.
- The teaching of Citizenship at Ashgate Croft School should:
  - Enable pupils to reach their potential towards playing a full and active part in society in modern Britain.
  - Develop pupils' understanding of democracy, government and how laws are made and upheld.
  - Equip pupils with the skills and knowledge to make reasoned arguments about political and social issues.
  - Teach pupils about managing their money and making sound financial decisions.
  - Be taught via high quality teaching and care that meets their SEN (School Aims).

### **Procedures and Practice**

#### **Teaching**

The teaching of Citizenship is compulsory at Key Stages 3 and 4, however Citizenship principles and values are covered throughout the school.

#### **Planning**

- Citizenship should be embedded into the long term planning from EYFS through to key stage 5.

- Citizenship strands should be made clear in all teachers' medium term planning from EYFS through to key stage 5.
- At key stage 3 short term lesson plans should be written for the distinct Citizenship lessons.
- All pupils are assessed by teachers against individual targets at the end of each lesson and samples of work are marked and moderated using Performance Indicators and P-Levels.

### What/When is Citizenship Skills Taught?

- EYFS follow the EYFS small steps curriculum devised by Support Service for Pre-School Children with Special Educational needs Derbyshire, citizenship is embedded into this curriculum.
- At KS1 and KS2 various aspects of Citizenship are embedded into the curriculum, they are mainly covered in CPHSE. However Citizenship strands are also covered in Maths, History, Geography and RE and during other school activities beyond the curriculum.
- At KS3 Citizenship is taught as a distinct subject, pupils receive one Citizenship lesson each week. The school's KS3 curriculum follows a three year rolling programme. The Citizenship curriculum consists of the following Units from QCA:
  - Year 1: 'Crime', 'Debating a Global Issue', 'Why Is It So Difficult to Keep Peace in the World Today?' and 'The Significance of Media in Society'.
  - Year 2: 'How the Law Protects Animals', 'Leisure and Sport in the Local Community', 'School Linking' and 'Britain- A Diverse Society?'
  - Year 3: 'Government, Elections and Voting', 'Crime and Safety Awareness', 'Developing Our School Grounds' and 'How Do We Deal With Conflict'.

In addition to the specific Citizenship units taught at KS3, aspects of the National Curriculum Citizenship Programme of Study are covered in Maths, PSHE, History, Geography and RE and during other school activities beyond the curriculum.

- Currently Citizenship is embedded within the Foundation Learning Curriculum at key stages 4 and 5. The subjects 'Community' and 'Vocational' cover the majority of the citizenship curriculum. Aspects of the programme of study are also covered during other school activities such as electing school councillors.

The following identifies the subject content of the Citizenship programme of study at Key Stage 3 in blue and at Key Stage 4 in purple and details when it is taught. (The Key Stage 4 Citizenship curriculum at Ashgate Croft School is largely an expansion on the Key Stage 3 programme of study due to the nature of our pupils):

- The development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch. Parliamentary democracy and the key elements of the constitution of the UK, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press. Year 3 rolling programme in Middle School, Unit:

'Government, Elections and Voting'. Year 1 rolling programme in Middle School, unit: 'The Significance of Media in Society'. Whole school activity of electing school councillors.

- **The operation of Parliament, including voting and elections, and the role of political parties.** The different electoral systems used in and beyond the UK and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond. Year 3 rolling programme in Middle School, Unit: 'Government, Elections and Voting'. Electing school councillors. Voting as a decision making process within the classroom environment.
- **Other systems and forms of government, both democratic and non-democratic, beyond the UK.** PSD units of study and personal skills topics generate discussions such as 'Why is it not fair if one person makes a decision for the whole class?' 'Why is it sometimes important for the Headteacher to make a decision for everybody?'
- **Local, regional and international governance and the UK's relations with the rest of Europe, the Commonwealth, the UN and the wider world.** Year 1 rolling programme in Middle School, units: 'Debating a Global Issue' and 'Why Is It So Difficult to Keep Peace in the World Today?'. Ashgate Croft School fundraising activities for charities both in the UK and abroad.
- **The precious liberties enjoyed by the citizens of the UK. Human rights and international law.** Year 1 rolling programme in Middle School, unit: 'Why Is It So Difficult to Keep Peace in the World Today?'. PSD discussions and work on Anti-bullying, including Anti-bullying/Friendship weeks.
- **The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals. The legal system in the UK, different sources of law and how the law helps society deal with complex problems.** Year 1 rolling programme in Middle School, unit: 'Crime'. Year 2 rolling programme in Middle School, unit: 'How the Law Protects Animals'. Year 3 rolling programme in Middle School, unit: 'Crime and Safety Awareness'.
- **Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.** Year 2 rolling programme in Middle School, unit: 'Britain - A Diverse Society?' School assemblies throughout the year.
- **The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.** Year 2 rolling programme in Middle School, units: 'Leisure and Sport in the Local Community', 'School Linking'. Year 3 rolling programme in Middle School, unit: 'Developing Our School Grounds'. The school council represent the pupils of the school and take part in decision making processes. Fundraising events such as the Sponsored swim and the Christmas and Easter Fayres. Working in the Ashgate Croft Charity Shop.
- **The functions and uses of money, the importance and practice of budgeting, and managing risk. Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.** The inclusion of functional numeracy skills into maths lessons, personal skills targets, community based work and OCR units.

## Assessment

- In all key stages staff write learning outcomes for each lesson, which may include Citizenship strands, for example a maths lesson that includes managing money and budgeting. Staff record what level of help the student received to achieve their target. At Key Stage 3 staff write learning outcomes for each timetabled Citizenship lesson and record what level of help a pupil required to achieve their target.
- At all Key Stages throughout the year pieces of work will be selected and assessed using Performance Indicators and P-Levels.

## Role of the Subject Leader

- To keep up to date with government initiatives related to Citizenship.
- To participate in relevant training to support a broad knowledge of Citizenship across all ages and abilities in school.
- Work with Assistant Heads to monitor progress in Citizenship.
- To work with Assistant Heads to discuss support they may need and resources required in each department.
- To ensure Citizenship is made clear on the Long Term Planning at Keys Stages 3-5.
- To ensure Citizenship is made clear on the Medium Term Planning at Key Stage 3.
- To monitor teacher medium term planning for Citizenship. (At key stage 4 and 5 the subject leader is to monitor the teaching of Citizenship in the Community and Vocational subjects areas).
- To support teachers in ensuring Citizenship is delivered effectively across the school, this may include peer observations/shadowing good practise.

## Parent/Carer Involvement

- Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this often involves tasks related to citizenship.
- Parents/Carers are informed of pupil's progress via Annual Reports and the Home/School Diary.
- Parent/Carer Evenings are organised in school to discuss pupil progress. If parents/ carers are unable to attend the class staff will attempt to call and discuss this over the phone.

## Equality

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy.

## Monitoring of the policy

- Monitored by subject leader.
- Teachers MTP will be monitored by subject leader each term.

## British Values and Children's Rights

Work related to the British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance towards those with different faiths and beliefs) are embedded within many of the Citizenship activities we plan within Ashgate Croft School. Pupils also have the opportunity to develop their knowledge about children's rights. Within Citizenship the Children's Rights which are developed are:

Article 4 – Governments must do all they can to make sure every child can enjoy their rights.

Article 5 - Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 6 - Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 8 - Governments must respect every child's right to a name, a nationality and family ties.

Article 10 - Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11 - Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

Article 12 - Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to freedom of thought, belief and religion.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 - If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 22 - If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

Article 23 - Children with disabilities are provided support to participate.

Article 24 - Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 26 - Governments must provide extra money for the children of families in need.

Article 27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28 - The right to education.

Article 32 - Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 - Governments must protect children from the use of illegal drugs.

Article 34 - Governments must protect children from sexual abuse and exploitation.

Article 35 - Governments must ensure that children are not abducted or sold.

Article 36 - Governments must protect children from all other forms of bad treatment.

Article 38 - Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

## **REFERENCES**

Department for Education 2013 'Citizenship Programmes of Study: Key stages 3 and 4'

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

QCA 2009 'Citizenship at Key Stage 3' Schemes of work.