

ASHGATE CROFT SCHOOL

CITIZENSHIP POLICY



Approved by Curriculum & Progress Committee meeting: 10th April 2019

Minute No.: 24.4/19 (C/P)

To be reviewed by: Spring 2021

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. At Key Stage 3 it is covered in the Middle School curriculum under the headings of ILS, R-Time, Community and Environment. It is embedded in the Key Stage 4 curriculum and is covered within ILS, R-Time, Community and Maths lessons. ~~however~~ Citizenship principles and values are also covered throughout the school.

Planning

- Citizenship should be embedded into the long term planning at Key Stages 3 and 4.
- Citizenship strands should be made clear in all teachers' medium term planning at Key Stages 3 and 4.
- 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?

- At KS3 Citizenship is embedded into the curriculum and taught within R-Time, ILS, Community and Environment. Teachers set specific Citizenship learning outcomes in their short term planning and these are linked to the ability and understanding of the pupils rather than the KS3 national curriculum requirements.
- The following Citizenship skills are covered in the Middle School curriculum;
 - Understanding the need for rules.
 - Understanding the voting system.
 - Being aware of their responsibility for their environment.
 - Being aware of how they can belong to groups in the community.
 - Knowing how they can get money.
 - Understanding the purpose of money.
 - Knowing how to save and budget.
 - Understanding right and wrong.
- Currently Citizenship is embedded within the Foundation Learning Curriculum at key stage 4. The subjects 'Community', 'Vocational' and 'key skills' cover the majority of the citizenship curriculum.
- In addition to the Citizenship skills taught at KS3 and 4, aspects of the National Curriculum Citizenship Programme of Study are covered during other school activities beyond the curriculum. These include;
 - Yearly whole school activity of electing school councillors. The school council represents the pupils of the school and pupils take part in decision making processes at meetings which are reported back to classes.
 - Voting as a decision making process within the classroom, for instance 'What will we cook for lunch next week?'
 - PSHE units of study.
 - School fundraising activities for charities in the UK and abroad.
 - Fundraising events for school such as the sponsored swim and the Christmas and Easter Fayres.
 - Work on anti-bullying including anti-bullying/friendship week.
 - School assemblies.
 - The inclusion of functional numeracy skills into maths lessons, personal skills targets, community based work and OCR units.

Assessment

- At Key Stage 3 and 4 staff write learning outcomes for appropriate lessons 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 3-4.
- To ensure Citizenship is made clear on the Medium Term Planning at Key Stage 3 and 4.
- 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.