



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Citizenship Policy

Date approved: 2019

Date to be reviewed: 2022



CITIZENSHIP POLICY

Statement of Intent

Our PSHE and **Citizenship** curriculum allows pupils to acquire the knowledge, understanding and skills they need to manage their lives (now and in the future), and to be active and responsible local and global citizens.

Our pupils are equipped to live healthy, safe, productive, responsible and balanced lives. They are supported in making effective transitions and career choices.

The PSHE and **Citizenship** curriculum provides opportunities for our pupils to reflect on their own values and attitudes and explore the complex range of values and attitudes they encounter now and in the future. Our pupils are helped in building their confidence, resilience and self-esteem, to identify and manage risk, make informed choices, and understand what influences their decisions.

Aims of Citizenship education

We believe that Citizenship Education will give our pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels and addresses this by:

- helping them to become informed, thoughtful and responsible citizens who are aware of their duties, rights and responsibilities.
- promoting their social, moral, spiritual and cultural development, making them more self-confident and independent both in and beyond the classroom.
- encouraging them to play a helpful part in the life of our school, neighbourhood, community and in the wider world. To develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- help them acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government. This encourages respect for different national, religious and ethnic identities and develops pupils' ability to reflect on issues and take part in discussions.
- Equipping them with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

By the end of each key stage, pupils should have experienced the topics, skills and processes specified in the National Curriculum programme of study (Appendix 1).

The Citizenship Curriculum

Provision

Principally, Citizenship will be taught along with the Personal, Social, Health and Economic education (PSHEe) programme in each year group. In order to promote progression as pupils move through the school, the curriculum is designed as a spiral curriculum with themes recurring from Year 7 to 11.

The delivery of the content occurs in several ways:

1. Department Delivery. Some areas of the KS3 curriculum are delivered in subject lesson time by predominantly specialist teachers
2. Tutor Time 'Key Messages'. Weekly tutor group activities and discussions are based upon topical issues and events (in the news / on social media), Education Awareness Days, and school-based issues.
3. PSHE and Citizenship Themed Weeks. One 60min lesson per day on five consecutive days, given to teaching a topic in tutor groups and led by tutors.

Assessment of pupil progress in Citizenship topics is integral to the Themed Weeks programme. Citizenship education delivered in subjects is assessed as part of a department's assessment process.

The schedule for Citizenship Themed Week topics is shown in Appendix 2.

Teaching and Learning Approaches

A variety of appropriate teaching methods will be employed in the delivery of the Citizenship curriculum with the emphasis on active learning, enabling pupils to explore issues in a way which is challenging and relevant to their lives both at school and in the community. We encourage staff to adopt strategies that teach children how to recognise bias, how to evaluate sources of information and the evidence before them to look for alternative viewpoints and sources of evidence. Teachers will use their professional judgement in employing teaching methods to show that there are no easy answers to controversial issues and that only by examining them 'fairly and thoroughly' can the best defence against bias be made.

Pupil participation in the life of the school.

We, as a school, fully embrace the concept that it is essential that, to create a positive culture within it, pupils need to feel a part of a school. Therefore, we seek to create as many opportunities as possible for our pupils, as young citizens, actively to contribute to the operation, success and improvement of the School. These include being staff assistants and prefects, through pupil leadership, through consultation and other methods of active participation.

Monitoring and Evaluation of Citizenship provision

The Citizenship programme is overseen by an Assistant Headteacher who monitors and evaluates the Citizenship provision. The Citizenship education review process involves lesson observations, pupil questionnaires, staff feedback, and monitoring of schemes of work and lesson plans. Citizenship delivered in specific subjects is reviewed as part of the department review process.

Review of the Citizenship Policy

This Citizenship policy will be reviewed in 3 years

APPENDICES

APPENDIX 1

Citizenship – Key Stages 3 and 4 Subject content

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- 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 functions and uses of money, the importance and practice of budgeting and managing risk

Key Stage 4

Teaching should build on the Key Stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils will be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, 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
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United States and other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- human rights and international law
- nations and the wider world
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

APPENDIX 2

Term	Y7	Y8	Y9	Y10	Y11
1	Relationships	Relationships & Sexual Health	Relationships & Sexual Health	Relationships & Sexual Health	Careers & Post-16 Prep.
2	Keeping Safe & Healthy inc. Mental Health	Keeping Safe & Healthy inc. Mental Health	Keeping Safe & Healthy inc. Mental Health	Careers & Work Exp. Prep.	Relationships & Sexual Health
3	National and Global Citizenship	National and Global Citizenship	Careers & Options	National and Global Citizenship	Exam Prep. & Mental Health