

ST BEDES CATHOLIC VOLUNTARY ACADEMY



Citizenship Policy

We commit ourselves to love, respect and
serve one another as disciples of Jesus
Christ

February 2016

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

Review Date: February 2019 or sooner if required

Students via the School Council

**Staff Coordinator
of Citizenship**

Mrs. H. Jaques
Mrs. M. Travers as line manager

Head Teacher Mrs. M. Travers

Responsible Governor Mrs. M. Waldron

Location and dissemination of policy

The Citizenship Policy is located with Mrs. Jaques and may be accessed by parents, Governors and other members of the school community, the LA and local agencies via the main office or on the school website. It may be helpful to look at it alongside the PSHCE handbook to help to put it in context.

Links with other School Policies

Our school citizenship policy links to other policies – namely Behaviour, Pastoral support, PSHE, Diversity, School visits, Child Protection, school visitor policy.

Links to national and local guidance for citizenship

National guidance

- www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4

- www.qca.org.uk/7907.html
- www.teachernet.gov.uk/citizenship
- www.citizenshipfoundation.org.uk
- Promoting fundamental British values as part of SMSC in schools November 2014
- Annual HMI citizenship subject reports
- See Inspecting Citizenship 11-16 (OFSTED document)
- Assessing Citizenship for KS3 – ACT guidance, originally published January 2006 QCA
- ACT briefing Assessing Citizenship – Secondary Assessment
- Making Sense of Citizenship, a CPD Handbook published by Hodder Education – ISBN No. 978-0-340-92681-9
- School Self Evaluation Tool for Citizenship available from: www.dfes.gov.uk/citizenship.

About the Policy

a) Purpose of the Policy

This policy defines the school's position with regards to citizenship. It is directed at the whole school, and all the school community will be involved in implementing it. The schools' values and ethos also enhance the idea of citizenship.

b) The aims of the school citizenship policy is to:

- Clarify the legal requirements and responsibilities of the school
- Clarify the schools' approach to citizenship for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the statutory citizenship education programme
- Ensure that the approach to citizenship education complements the values and ethos of the school
- Reinforce the role of the school in contributing to local and national strategies. Help local agencies, who may share in elements of the delivery of citizenship, e.g. the Police
- Make clear when, where and how citizenship will be assessed, recorded and reported

c) Context of citizenship delivery within the school

St. Bede's Academy is a growing, mixed sex 11 to 16 Catholic faith school of approximately 700 students. Each house group has about 7 learning tutor groups with

an average of 20 students per class. Learning tutor groups are set vertically with students from years 7 to 11 in each form.

Students are from a wide range of backgrounds. Students live in a wide catchment area to the school, and many travel to school by bus. The majority of students are white with English as their first language although the school also takes in students from a rich diversity of other cultures. Citizenship is delivered by teams of teachers and the students are taught in year groups in both Key Stage 3 and 4. Within citizenship, we also work very closely with multi-agency teams such as the Sex and Relationships team, who deliver a programme in Year 9.

Citizenship Education is a statutory national curriculum subject, and all students will have equal access to all areas of the curriculum.

The Policy Statement

1) Aims of Citizenship Delivery at St. Bede's Academy

At St. Bede's Academy, we believe that by following the national curriculum for citizenship, we will help students to develop a fuller understanding of their roles and responsibilities as citizens of the world today. We aim for all our students to develop the knowledge, skills and understanding that they need to be able to live confident, healthy, independent lives as individuals, parents, workers and members of society at local, national and international levels. We hope our students will become informed, thoughtful, responsible and active citizens, who are aware of their duties and rights. We hope to promote their spiritual, moral, social and cultural awareness, thereby making them more self-confident and responsible. We hope that they will learn to play a helpful part in the life of the school, the local community and the wider world. We hope to teach them about the economy and democratic institutions and values. We hope that they will learn respect for different national, religious and ethnic identities. We also hope by the time they leave school, they will have developed an ability to reflect on issues and be able to take part in discussions, as well as having become politically literate. Whilst we teach citizenship as a subject in its own right, we realise that citizenship is being taught throughout the school in all subjects.

In order to do this, we will endeavour to follow the national curriculum in KS3 and KS4 to the best of our means for every student in the school community – see [Appendix A](#) for a summary of the national curriculum programme and assessment statements.

2. Present Programmes of Study for Citizenship

The school continues to adapt the citizenship curriculum in order to follow national guidance, but also to make it relevant to our students, plus discuss topical, local issues if appropriate. See appendix B for current schemes of work for key stages 3 and 4.

3. How the taught citizenship curriculum is also delivered in a cross curricular manner

Whilst citizenship is delivered as a discrete subject as an entitlement to all students, it is also recognised that all subjects deliver some elements of citizenship, particularly RS. Staff need to be aware that if a citizenship lesson is being delivered in their subject area, this needs to be made clear to students by using citizenship learning objectives and outcomes.

4. Approaches to teaching and learning

A mixture of teaching and learning styles are used within the classroom e.g. discussions, written work, card sort activities, videos and DVDs, Youtube clips so that all students are engaged and kept on task as far as possible.

5. Approaches to delivering topical and sensitive issues

By the nature of the subject, sensitive and controversial issues will and should be taught from time to time. Staff will be given training and advice where appropriate. Staff also will need to be aware of possible individual student needs, possibly by referring to individual SEND plans if appropriate. The department will also try to keep up to date and use topical issues where possible as a part of the teaching material.

6. Staffing

Nearly all members of staff teach citizenship as part of the PSHCE programme, and as part of specialist year teams.

7. Resources

The department is reasonably well resourced. Access to IT resources is good. The PSHCE handbook provides a fuller list of resources. A problem to a certain extent is that by the nature of the subject, resources go quickly out of date, e.g. those on topical issues. Each teacher is provided with a file containing the lesson plans and a list of resources for the two terms of teaching PSHCE ahead. A large number of resources are available electronically on the staff drive of the public file area, the Q drive.

8. Equality of access to Citizenship

All pupils in the school are taught Citizenship as a subject in its own right in mixed sex groups. All citizenship teachers avoid gender stereotyping when placing pupils into groups for group work, and do their best to enable the fullest participation of pupils with

individual learning needs or physical disabilities. Individual teachers have access to the pupils' individual SEND plan, and need to be aware of the individual child's need.

We aim to:

- Set suitable learning challenges for all students
- Responding to students' diverse learning needs and
- Overcome potential barriers to learning and assessment for individuals and groups of students.

9. Spiritual and Moral Awareness of students

The PSHCE Department supports the whole school policy on developing this area of the curriculum and this links into the school mission statement of love, respect and service.

10. Active citizenship beyond the classroom

In discrete citizenship lessons, the importance of active and responsible participation in school and in the wider community is always stressed and there are certain taught lessons about this, e.g. on the importance of the school council. The department also supports students in taking part in active citizenship activities, such as application and voting for North Lincs. Youth Parliament and Young Mayor.

11. Staff development

The PSHCE Coordinator aims to be up to date on current good practice nationally and will monitor new developments within the teaching of citizenship. Training is given at Year meetings as appropriate. New teachers, NQTs and Teach First Trainees are encouraged to attend appropriate LEA courses to help them to acquire knowledge and confidence. The PSHCE Coordinator provides training on PSHCE at NQT meetings at the school.

12. Assessment and Reporting

PSHCE will be reported on along with other subjects to parents on the Go4Schools website.

Students will be measured according to national curriculum levels. For a fuller explanation of this see the assessment and reporting document in the PSHCE Handbook.

13. Monitoring and Evaluation of lessons

Lessons will be monitored by the PSHCE Coordinator through lesson observations. Teachers are asked to evaluate the given lessons and student opinion is also used and valued. A subject evaluation (using the DfE tool) is planned for Summer 2016.

Responsibilities

14. Responsibilities of the PSHCE Coordinator

The PSHCE Coordinator will:

- Keep up to date with the latest good practice and disseminate it as appropriate
- Send staff on courses if appropriate to their needs
- Support staff in the provision of clear and varied teaching resources of a high standard
- Keep the PSHCE handbook up to date
- Have ultimate responsibility for assessment and reporting
- Monitor delivery
- Attend PSHCE Coordinator meetings

15. Responsibility of the classroom teacher

Teachers delivering citizenship need to make sure that they ask for help well in advance of the lesson if required. Learning objectives and outcomes need to be made clear to students. Work needs to be marked regularly and feedback given, as well as the whole school behaviour policy applied (to include rewards). Teachers delivering citizenship need to read the relevant documentation given to them by the PSHCE Coordinator. Staff need to stress the ground rules so that a good learning climate occurs and make sure the confidentiality rule applies, especially when certain topics are covered.

Staff need to assess students' progress in line with PSHCE guidance and enter students' assessments in the subject section of the online assessment recording tool Go4Schools at the end of each module or the appropriate time for assessment as set out in the PSHCE handbook.

16. Responsibilities of the learning tutor

We realise that the learning tutor plays a crucial role in the day to day life of the students in their tutor group. We appreciate they play a really important role in developing and monitoring social and moral development of their pupils, both in tutor time, and in PSHCE lessons.

17. Responsibility of the student

Students need to take the subject seriously, listen carefully each lesson and follow the class ground rules to make their learning successful. Students need to try to give as many reasons as they can for their opinions, both in writing and in oral work. Most importantly, students need to learn to apply what they have learned in the classroom to their life outside school. They also need to learn to be responsible and active citizens. Students will be expected to

have all their equipment with them in line with school policy. Students may wish to look at some of the websites used in lessons.

18. Responsibility of and information for parents and guardians

It is hoped that parents will encourage their children to be responsible and caring citizens, both in and outside school, thereby enhancing the curriculum delivered in citizenship lessons at school. Information may be sent out to parents via the parent newsletter. If parents wish for further information about the citizenship curriculum they should call school and make an appointment with Mrs. Jaques.

19. Procedures for the involvement of visitors and other agencies to help delivery

Our school has always been proud of the many links it has to the wider community, and we try to increase these links every year. It is usual for the member of staff to stay in the room with the visitor and be responsible for discipline, unless there is a specific issue of confidentiality as identified by the Speaker.

We also have a wide range of outside speakers from all walks of the community, in order to broaden the knowledge of our pupils. A member of staff meets these speakers, so that they are aware of the context of the lesson they will be participating in.

Appendix D shows **some** of the speakers that come into school in relation to citizenship only.

With certain year groups, there are various days when all pupils are involved in certain day/part day activities.

20. Review of the department

The department is reviewed every year, in consultation with the line manager, Mrs. M. Travers. The DfE self evaluation tool will be used in the Summer 2016 to facilitate future planning for the department.

H. Jaques, PSHCE Coordinator

February 2016

Appendices

Appendix A – National Curriculum Programme of Study KS3 and KS4

Citizenship National Curriculum Programmes of Study for teaching from September 2014

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- 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
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- 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
- are equipped 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

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 while 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 should 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
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- 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 their 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.

Attainment targets for citizenship

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Level Descriptors

Level 1

Pupils can talk about citizenship issues that are suggested to them. They think of questions they would like to ask about these issues and identify who could help them answer these questions. They consider what their opinions are and share their ideas with others. They describe some of the groups and communities they belong to and recognise that people in

their communities are different. They begin to describe how needs are different from wants. They take part in some of the decisions that affect them and their communities.

Level 2

Pupils begin to ask questions to find out more about the different groups and communities they belong to, and discuss with others the similarities and differences between them. They give opinions about the communities they belong to and their neighbourhood. They describe how things might be improved through the actions that they or others might take. They begin to recognise that all people have needs and wants and can identify the difference between the two. They begin to explore what is fair and unfair in different situations.

Level 3

Pupils recognise that issues affect people in their neighbourhood and wider communities in different ways. They investigate issues and find answers to questions using different sources of information provided for them. They present their ideas to others and begin to acknowledge different responses to their ideas. They discuss and describe some features of the different groups and communities they belong to. They identify different kinds of rights and understand that rights can conflict. They begin to recognise some features of democracy and know that people have a say in what happens locally and nationally. They identify what could be done to change things in communities and plan some action. They take part in decision-making activities with others on citizenship issues, in contexts that are familiar to them.

Level 4

Pupils explore a range of sources of information to engage with topical and controversial issues, including where rights compete and conflict. They identify different and opposing views and can explain their own opinion about what is fair and unfair in different situations. They develop research questions to explore issues and problems and begin to assess the impact of these for individuals and communities. They use what they find out to make informed contributions in debates. They appreciate that there are many diverse groups and communities in the UK and the wider world and use this understanding to explore the communities they belong to. They work together with others to plan and undertake a course of action to address significant citizenship issues. They begin to explain different ways in which people can participate in democracy through individual and collective actions and how they can change things in communities and wider society. They show understanding of democracy by making connections with their knowledge and experience of representation and taking action in the local community.

Level 5

Pupils discuss and debate topical and controversial issues including those where rights are in conflict and need to be balanced. They consider what is fair and unfair to different groups

involved and make reference to relevant national, European and international dimensions of the issues. They use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions. They communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved. They identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world. They work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the lives of others and explain the impact of actions taken. They show some knowledge of the operation of the political and justice systems in the UK, by describing the key features of democratic processes and the work of government in the UK. They participate effectively in activities involving representation, voting and campaigning on issues they have explored.

Level 6

Pupils are aware of the diversity of opinions on topical and controversial issues and describe some of the influences that shape those opinions. They decide on appropriate research strategies and develop questions to investigate issues. They explore and interpret different sources of information and begin to assess these for validity and bias. They develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. They use their findings to present a persuasive case for a particular course of action, giving reasons for their view. They negotiate their role, and plan and undertake courses of action with others. They reflect on the extent of their success in achieving an improvement or influence in the community and suggest what they might do next. They show understanding of the complexity of identities and diversity in groups and communities, and explain the impact of some of the changes in UK society and the global community. They consider a range of scenarios (from local to global) where there are inequalities and explain how different kinds of rights need to be protected, supported and balanced. They begin to make comparisons between the UK system of democratic parliamentary government and those systems in different parts of the world. They show understanding of interdependence, describing interconnections between people and their actions in the UK, Europe and the wider world.

Level 7

Pupils explore the origins of a range of opinions, including their own, on topical and controversial issues. They question assumptions and their own views as a result of informed debate and examination of relevant evidence. They argue persuasively and represent the views of others including those they do not agree with. They weigh up and assess the implications of situations where an individual's or group's rights and obligations are contested. They use a range of research strategies and sources of information with confidence. They work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change. They analyse the reasons for diversity in the make-up of UK society and explain how it changes over time. They begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of political and legal systems. They compare the role

of citizens in the UK with those in other parts of the world to illustrate the strengths and weaknesses of different forms of government.

Level 8

Pupils use and apply their detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities in different parts of the world. They make connections between information derived from different sources and their own experience in order to make perceptive observations. They have a detailed understanding of the key citizenship concepts of democracy, justice, rights and responsibilities, identities and diversity, including how these can change over time. They carry out different types of research and hypothesise alternative courses of action, exploring the different implications of each. They put some of these courses of action to the test in their communities and analyse and draw conclusions about the impact and limitations of these. They understand how citizens participate in bringing about change in society through democratic processes and different kinds of action. They ask challenging questions to explore the ways in which justice, laws and governments operate in different places and the roles citizens can take in shaping society.

Exceptional performance

Pupils use and apply what they have learnt about the origins and substance of different viewpoints to present coherent, perceptive and compelling arguments on a wide range of citizenship issues. They research complex issues, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions. They take an overview of the key citizenship concepts of democracy, justice, rights and responsibilities, identities and diversity and make sophisticated observations relating to the connections between them. They take a leading role in defining, negotiating and undertaking courses of action with others to address citizenship issues and problems. They apply this practical understanding to analyse approaches citizens can take to improve society through individual and collective actions and democratic processes. They evaluate the impact and limitations of policies on communities (local to global) now and in the future and suggest alternatives. They debate challenging questions about the relationship between the UK and the wider world and the kind of society they as citizens would like to live in.

Appendix B – Overview Scheme of Work

Overview Matrix		
	September - October half term	October half term- Christmas
Year 7	What makes a good citizen - Rights and responsibilities - Fairness - House Charities	TEAMWORK UNIT - Team work skills - Respecting others - Problem solving skills (STEM & INTERFORM)
Year 8	Prejudice and Discrimination - Racism - Bullying - Work of the Peer Mentors - Migration - British Diversity	Core Theme: Health and Wellbeing - Smoking - Alcohol - Drugs - Peer pressure (positive and negative)
Year 9	Core Theme: Health and Wellbeing Body Image - The Media - Self-esteem	UK Politics - Local government - UK political parties - Elections and voting - How is the country run - start on Introduction on Careers
Year 10	Financial Capability - Debts and loans - Budgeting	Core Theme: Health and Wellbeing and Relationships - Relationships - Risk in everyday life - Healthy living
Year 11	Core Theme: Living in the wider World: - What are your skills and talents? - What do you want to be in 10 years and how do you get there? - How to write a CV	Core Theme: Living in the wider World Exam Preparation - Revision techniques - Revision timetables - How to manage revising for all your subjects at once.

	January- February half term	February half term- Easter term
Year 7	Core Theme: Health and Wellbeing: First Aid and Risks - Hazard Perception - Being Safe - First Aid skills	Core Theme: Health and Wellbeing - Understanding different aspects of health including diet, food safety, sun safety, exercise etc.
Year 8	TEAMWORK UNIT - Team work skills - Respecting others - Problem solving skills (STEM & INTERFORM)	Core Theme: Relationships - Communication skills - Dealing with situations - Romance etc - Prejudice and discrimination
Year 9	Core Theme: Living in the wider world - Information on Options - Skills/Qualities needed for different careers - Personal finance- linked to career options	TEAMWORK UNIT - Team work skills - Respecting others - Problem solving skills (STEM & INTERFORM)
Year 10	Core Theme: Health and Wellbeing and Relationships - Important Pressures Core Theme: Living in the Wider World - Voting and Political Parties	Core Theme: The World of Work - What employers want - Work and Lifestyle - Legal Limits - Rights at Work - Application Skills
Year 11	Core Theme: Living in the wider World: College Applications - Writing a CV - How to write a personal Statement - Interviewing Skills - Completion of application forms	Intervention - Intervention by House Leaders regarding progress in preparation for upcoming exams.

Appendix C: Websites relevant to Citizenship

These are just a few of many. For more sites, please ask to see the PSHCE website guide – produced by the head of PSHCE North Lincolnshire for teachers and students

Pupils	Staff
www.britkid.org	www.qca.org.uk/ca/subjects/citizenship
www.oxfam.org.uk/coolplanet	www.teachingcitizenship.org.uk (resources for teachers) (ACT- website)
http://www.thesite.org .	www.citizenshipfoundation.org.uk (resources for teachers)
http://www.youthinformation.com	http://www.citized.info/ (resources for teachers)
www.northlincs.gov.uk (youth council)	www.bbc.co.uk/schools
www.schoolscouncils.org	http://www.dfes.gov.uk/citizenship
www.samaritans.org for DEAL resources	http://www.globaldimension.org.uk (ideas on global citizenship)
http://www.electoral-reform.org.uk/	www.samaritans.org for DEAL resources
www.moneysense.natwest.com/schools/resources/managing-your-money (useful for finance/mortgages/managing money)	www.moneysense.natwest.com/schools/resources/managing-your-money (useful for finance/mortgages/managing money)
www.fairtrade.org.uk	www.fairtrade.org.uk

Appendix D: Some of the outside speakers, who help to raise awareness of citizenship

- Ministers from local churches who speak in assemblies
- Tiny Giants who deliver the “Perfect” Road Safety talk to year 9
- Performance in Education presenting “Braking Point” Road Safety show to year 11
- The Prime Agency for Rich Cottell – presenting workshop on Cyber-bullying and online-Safety to year 8 and 9
- Big Talk Education to deliver Sex and Relationship Education to year 9 and talks on Raising Awareness of sexual exploitation to year 9 and 10
- Big Talk Education to deliver workshop on Media Awareness as part of Sex and Relationship Education to year 8
- Samaritans to run workshop on Emotional Wellbeing for year 9
- Year 11 – input from speakers from different colleges to deliver career talks
- LIVES team to deliver workshop on practical CPR to year 10
- Collingwood Learning to deliver “Smashed” Theatre production on Alcohol Education and Awareness workshops to year 8
- North Lindsey College to deliver Roadshow on Options and Careers to year 8 and 9