



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 32

CITIZENSHIP POLICY

Date policy first adopted: June 2004

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Reviewed By: Claire Wilson

Date ratified by Governing Body: n/a

Date of next review: Autumn 2025

Statement of Intent

Citizenship Education supports pupils to understand the communities of which they are part and their role within it. It teaches that the values, norms and beliefs of communities may be different, however, the law, rights and responsibilities of individuals still stand. Citizenship teaches students at Abbey Court societal manners, the behaviour which is expected of all individuals, regardless of the challenges they may have, and the possible consequences of actions. Citizenship teaches pupils how they can celebrate similarities and differences between themselves and others and how they can show mutual respect by caring for the world around them. Lessons frequently revisit the core knowledge of democracy, rights and the law, social skills and world topics including diversity.

1. Introduction

1.1 Citizenship is a National Curriculum subject that schools are required to teach at Key stages 3 and 4. At key stages 1 and 2 it is non-statutory but it is taught as part of the broader framework of Personal, Social, Health and Education (PSHE) at Abbey Court School (DfE 2015)

1.2 At Abbey Court School, Citizenship education is recognised as a necessary part of a pupil's full educational entitlement.

2. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

3. Aims

3.1 It gives pupils, according to their abilities, the knowledge skills and understanding to play an effective role in society at all levels.

- 3.2 It helps them become informed, thoughtful and responsible citizens who are aware of their duties and rights and of fundamental British Values.
- 3.3 It promotes their Spiritual, Moral, Social and Cultural (SMSC) development making them more self-confident and responsible both in and beyond the classroom.
- 3.4 It encourages pupils to play an effective role in school and the community.
- 3.5 It encourages respect for different national, religious and ethnic identities.
- 3.6 To gain knowledge and understanding about social behaviour and social structures in their own and other communities. Developing a healthy, safer lifestyle.
- 3.7 To develop their self-confidence, taking responsibility and making the most of their abilities.
- 3.8 To learn about differences, injustices, insights and responsibilities within their own and the wider community.
- 3.9 To gain an understanding of our rights and responsibilities in line with the 54 articles of UNICEF's Children's Rights. Developing good relationships and respecting the differences between people.
- 3.10 To learn about the part they play within our school and how this is reflected in the wider community.
- 3.11 To learn about democratic institutions and how to participate in them, e.g. Pupil Voice and pupil focus groups, topical classes and whole school debates and how every individual has a 'voice', which prepares pupils to play an active role as citizens.
- 3.12 To create an ethos where everyone is valued and cared for and everyone cares for each other.
- 3.13 To celebrate personal development and achievement.

4. Styles of Teaching and Learning

- 4.1 Citizenship education will be delivered according to the requirement of the national curriculum programmes of study at Key Stage 1 – 4 suitably adapted and differentiated within our curriculum and schemes of work. The scheme of work is designed to allow teachers to deliver citizenship through any combination of:
 - Discrete provision for PSHE with separate curriculum time.
 - Opportunities within other curriculum subjects.
 - Whole-school activities e.g., Assemblies, Theme week/educational visits or enterprise activities.
 - Children's involvement in the life of the school or wider community, e.g., work experience, college.
 - Teaching about rights in line with Rights Respecting Schools Award.

4.2 The teaching of Citizenship education will: -

- Acknowledge the range of ability in the school.
- Recognise the different ways in which the pupils learn.
- Respond to the particular needs of the pupils.
- Include individual group and whole class teaching as appropriate.

4.3 Citizenship education can provide opportunities for: -

- Spiritual development – fostering an understanding of different values.
- Moral development – increasing understanding of rights, justice and responsibility.
- Social development – helping to develop valuable communication and social skills.
- Cultural development – promoting understanding and respect for diversity and differences (see SMSC policy document no 30).

It also provides opportunities to develop key skills and understanding such as communication – working with others, problem solving, ICT, thinking skills, participation, work-related learning and financial capability.

4.4 Pupils will be given opportunities to

- Direct their own learning.
- Work individually and in groups through and across the key stages.
- Take responsibility and care for the school environment.
- Be involved in discussions e.g., through circle time.
- Explore and discuss topical issues.
- Work with adults other than teachers.
- Find information and advice.
- Work outside the classroom.

5. Health and Safety

5.1 All activities in Citizenship education are subject to Abbey Court School's health and safety policy. All activities and educational/residential visits will be subject to risk assessments. All teachers are responsible for health and safety risk assessments.

6. Equal opportunities

6.1 All pupils will be given an equal opportunity to access the Citizenship curriculum. (Equal Opportunities Policy Doc 21)

7. SEN and Differentiation

Pupils will be given access to Citizenship education appropriate to their individual needs and abilities. A flexible approach will be used to allow for the wide-ranging needs of pupils in all classes. All pupils are set individual targets in respect of PSHE as part of their IEP.

8. Assessment, Recording and Reporting

8.1 This will be ongoing and will be reported on as part of Personal, Social, and Health Education at the Annual Review and the IEP.

Evidence will be recorded in pupils' learning journals on Tapestry. All evidence should be clearly annotated and dated.

- 8.2 Assessment in Citizenship should be active and participatory, helping pupils to recognise the progress they are making in developing skills and taking part as well as in their knowledge and understanding. All of these forms a record of achievement as well as informing further work.

Evidence that pupils are making progress in citizenship may include: -

- Moving from contact with others in class and school to community involvement
- Developing greater control
- Adapting to change and choice
- Moving from the personal to the wider perspective

9. Inclusion

- 9.1 The teaching of Citizenship will need to ensure that it takes account of the different experiences, strengths, interests and special needs of our pupils.

10. Monitoring and Evaluation

10.1 Monitoring of Citizenship occurs during the year by members of SMT – e.g. examination of class timetables, planning and records, and class/school observations. External consultants are also enlisted to evaluate the Citizenship curriculum.

11. Integration and Community Links

- 11.1 Opportunities to involve parents, governors and the wider community in Citizenship activities will be taken whenever possible.

11.2 These opportunities might include: -

- Assemblies
- Concerts and Plays
- School visits in and out of school
- Sports days
- Sports fixtures
- Clubs
- Fetes and sales
- Fundraising events
- Newsletters
- Healthy Schools Initiative
- Charity Days
- School Environment projects e.g., wildlife gardens, hanging baskets, bird tables, nest boxes
- Sponsorship
- Schools Council Competitions
- Providing a service to the local community
- Work experience
- Special events
- Coffee mornings
- Special Celebrities
- Fun days and Special Lunches
- Curriculum Activities

- Home-school Learning Projects
- Pupil inclusion, two-way links with other schools
- Residential visits
- Involvement with Local Authority consultants
- Consultation on the School Development Plan

11.3 Opportunities to involve pupils in community activities and to enhance learning with visits and visitors will be taken whenever appropriate.

12. Staffing and Resources

12.1 Class teachers are responsible for planning, teaching and recording Citizenship and the effective deployment of teaching assistants.

12.2 Central resources for Citizenship are available at both school sites.

12.3 Training for staff will be provided when appropriate.

12.4 Citizenship will be funded as part of the PSHE budget.

13. Review

13.1 The Citizenship Policy is reviewed bi-annually in consultation with staff and other relevant parties where necessary.

Appendix I

Professor Bernard Crick

Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in school and radiating out.

Doreen Lawrence

We need to be aware of the racial diversity that exists in our society and value each individual

Terry Waite

It is only when you know how to be a citizen of your own country that you can learn how to be a citizen of the world.

Betty Boothroyd

Citizenship education will enhance the understanding of and participation in our democratic, legal and other civic processes.

Desmond Tutu

Create a society where people matter more than things.

Appendix 2

Curriculum Enhancement/Enrichment to enable a breadth of opportunities

Protocols and expectations for outside visitors/performances.

(To include both 'one-offs' and series of programmes)

Our Expectations:

- Specialist knowledge and input beyond that which we can **currently** provide (value-added).
- Unique materials and resources that we do not **currently** have access to (e.g. artefacts, costumes, instruments).
- Planning and Prep. (A plan/rationale for the session or series of sessions, which can be in bullet point form, should be submitted and agreed prior to the start of the project) If not written by the visitors it should be agreed/written by the liaising member of school staff e.g. Subject Leader, Department Leader. Consideration needs to be made to the group of pupils involved and why they were selected. (Consider Equality of opportunity).
- A preliminary meeting with the provider will need to include awareness raising of the nature of need at Abbey Court.

Relevance to the pupils:

- Learning objectives set
- Learning progress monitored
- Learning achievements reviewed
- Team working (Class teacher is still the professional in charge - and must be present)
- A one-off session may be experiential but a series of sessions must be developmental/progressive

Other points:

- When organizing an event, we need to consider breadth and balance. Are we providing a range of experiences across the curriculum or heavily relying on the same type of activities?
- Practical issues: where will the activity take place, who will be involved, has it been planned with a Department Leader's oversight and agreed by the Leadership team?
- What record/evaluation of the event will be kept (a member of the SMT should be engaged to monitor and evaluate the event when it takes place).
- Honest developmental feedback to the provider will also need to be planned/provided.