



CITIZENSHIP POLICY

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Citizenship Policy

Rationale

Citizenship gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their academies, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values, encourage respect for different national, religious and ethnic identities, and develop students' ability to reflect on issues and take part in discussions.

Aims

The fundamental aims of the academy curriculum are that:

- It should aim to provide opportunities for all students to learn and to achieve
- It should aim to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other and the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all students.

Curriculum 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 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 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.

Taken from the DfE Citizenship Programme of Study (2013)

Teaching

Citizenship is delivered across the curriculum and is mapped via the citizenship curriculum mapping document. Citizenship is also delivered and is supported by the assembly and form time programme. SMSC is specifically planned for on all medium term planning documentation and is delivered daily in lessons.

The academy citizenship programme is designed to cover the content of the DfE programme of study at both Key Stage 3 and 4.

Teaching and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through academy and community involvement and in a way that is challenging and relevant to their lives.

- High order questioning skills.
- Values clarification.
- Information gathering and sharing.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Drama and role-play.
- Discussion and debate

Use of Community Based Agencies

A growing number of community based agencies, including the police, drugs services and youth services are actively involved in a variety of different aspects of citizenship education in the academy. There are also opportunities for local politicians and other organisations to engage with students to contribute to the citizenship curriculum. Where external services etc are involved, any visitors to the school are carefully vetted and staff members are always present throughout their delivery.

Guidance On The Teaching Of Controversial Issues

1. Summary Of The Statutory Requirements

- The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers.
- Section 406 of the Act requires school governing bodies, headteachers and LEAs to forbid the promotion of partisan political views in the teaching of any subject in schools; and to forbid the pursuit of partisan political activities by students under age 12 while in school.
- Section 407 requires them to take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views.

2. Issues For Teachers To Consider

Teachers will need to consider the following:

- Ensuring that students have access to balanced information and differing views on which they can clarify their own opinions and views (including contributions made by visitors to the classroom);
- Deciding whether, and if so how far, they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the Framework of the academy's values;
- Ensuring students establish ground rules about how they will behave towards each other and how issues will be dealt with;
- Judging when to allow students to discuss issues confidentially in small groups and when to support by listening in to these group discussions; and
- Ensuring they take due care for the needs of individuals in the class when tackling issues of social, cultural or personal identity.

3. The Need For Balance

In the teaching of controversial issues, there is always the risk of bias, whether unwitting or otherwise. Teachers should adopt strategies that will teach students how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do. Experienced teachers will seek to avoid bias by resisting any inclination to:

- Highlight a particular selection of facts or items of evidence thereby giving them a greater importance than other equally relevant information

- Present information as if it is not open to alternative interpretation, qualification, or contradiction
- Set themselves up as the sole authority not only on matters of 'fact' but also on matters of opinion
- Present opinions and other value judgements as if they are facts;
- Give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves;
- Reveal their own preferences by facial expressions, gestures, tones of voice, etc
- Imply preferences by a particular choice of respondents or by not opening up opportunities for all students to contribute their views to a discussion; or neglect challenging a consensus of opinion, which emerges too readily.
- Experienced teacher would also feel secure in establishing a classroom climate in
- which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or by their peers.

N.B. The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are some behaviours that we should not tolerate (eg racism, bullying, cruelty).

Source: A Summary of Appendix 2 of 'Citizenship at Key Stages 3 and 4' - QCA: Spring 2000