

# Hurworth School

## Citizenship Policy

**Accepted by:** Governing Body – May 2010

**Senior Leadership Team Lead Reviewer:** Lisa Armes

**Review Cycle:** 2 Years

**Date for Review:** May 2012

### **Rationale: Aims and Objectives**

The citizenship provision will take a coherent “whole school” approach. It will be closely linked to the School Development Plan and provide distinct and recognisable benefits for the pupils, the school and the community.

#### **For the pupils:**

Citizenship education will provide:

- Opportunities to prepare pupils to cope with handling the complexity of living in a changing and dynamic multi-cultural and multi-faith community.
- A social and emotional aspects of learning framework in which pupils may clarify their values and attitudes to controversial issues.
- Pupils with the opportunity to clarify issues around which there is no right answer.
- Opportunities for pupils to participate at a local level and understand the roles they may have in addressing important community issues.

#### **For the school:**

Citizenship education will provide opportunities:

- To develop strategies which enhance the ethos of the school and contribute to behaviour, attitudes and responses to learning.
- For pupils to take responsibilities which support the school community.
- For a consistent and coherent approach to the social and emotional aspects of learning and school life
- To promote the role of the school in the community leading to improved relationships and more effective community support
- For the school and it’s local community to work more effectively together to promote ways for individuals to value and support their community

#### **For the community:**

Citizenship education will provide:

- The opportunity to emphasise the role of the community in the school
- An opportunity to improve community involvement by developing an understanding of the rights, roles and responsibilities expected of individuals

- Opportunities which enable pupils to understand how they may take an active part and contribute more effectively to the life of the local community
- An opportunity for pupils to explore similarities and differences within the community, in order to understand the balance of diversity and interdependence of different groups.

## **Contentious Issues Policy**

*“Education should not attempt to shelter our nation’s children from even the harsher controversies of adult life, but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly and normally.”*

### **Advisory Group on Citizenship**

If citizenship is to be taught effectively sensitive and controversial issues will arise, for example, issues, which have a political, social or personal impact, which deal with questions of values and beliefs. In the teaching of such issues teachers must approach topics with an unbiased view. Pupils should be taught to recognise bias, evaluate evidence, look at different interpretations, and support their points of view with evidence and examples. Teachers should strive to establish a classroom climate in which all pupils feel free to express reasonable points of view and contradict those held either by their class teachers or by their peers without judgement or repercussions.

It will be made clear that there is behaviour that will not be tolerated. Racism, bullying, and cruelty in all its forms for example are never acceptable.

Therefore teachers need to bear in mind the following points for consideration:

- Pupils must have access to balanced information and differing view points from which they can develop their own opinions and views.
- Pupils should have clear guidelines as to how their views and opinions are expressed, so that they are working within the framework of the schools values.
- Ground rules should be well established concerning how pupils will behave towards each other and how issues will be dealt with.
- Due care should be taken for the needs of individuals in the class when tackling issues of social, cultural or personal identity.

In tackling sensitive and controversial issues pupils may make personal disclosures. Teachers may therefore come to possess sensitive information about pupils, some of it about illegal activity. In such instances colleagues should follow the school policy about confidentiality and should use the following guidelines:

- Information about pupils should not be passed on indiscriminately.
- Teachers are not able to offer pupils or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the young person or to others, they must use the school’s child protection procedures.

- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity for example. The schools police liaison office should provide guidance.
- Teachers are not obliged to pass on information about pupils to parents, although where the teacher believes the pupil to be at moral or physical risk, or in breach of the law, they must ensure that the pupil is aware of the risks and to encourage them to seek support from their parents. Where outside agencies and others provide support for the citizenship programme in school, they must be made aware of and abide by the school policy about disclosures and confidentiality.
- Other professionals are bound by their own codes of confidentiality, for example the school nurse.

## **Teaching and Learning Approaches**

The programme of study should reflect the need to ensure that pupils have a clear understanding of their roles, rights and responsibilities in relation to their local, national and international communities. It will reflect the common sense of purpose of the pupils the school and the community. The programme of learning provides opportunities for all pupils to learn and achieve, and will prepare them for the future. The programme sets suitable learning challenges and takes into consideration the diversity of the school population, as well as supporting inclusion. The three strands in the programme of study to be taught are:

- Knowledge and understanding about becoming an informed citizen;
  - prepares pupils for the rights and responsibilities of citizenship
  - develops the child's social and moral self
  - promotes both self knowledge and knowledge of the world
  - develops a critical awareness of many social, moral, legal and political issues.
- Developing skills of enquiry and communication
  - develops skills of reflective, critical thinking, rational discussion and informed problem solving
  - promotes democratic decision making
- Developing skills of participation and responsible action.
  - promotes self respect and respect for others
  - promotes informed and responsible participation within the many formal and informal communities to which people belong

To allow for full and flexible coverage of the varying strands of citizenship along with the financial and emotional well-being aspects of PSHE and the SEAL skills, and to ensure a whole school approach, it will be delivered in a variety of ways, to ensure that requirements are met consistently and systematically.

- i. The teaching of Citizenship within and through other curriculum subjects.
- ii. A combined Citizenship and PSHE scheme of Work for both Key Stage 3 and Key Stage 4.

- iii. Citizenship events
- iv. Assembly programme
- v. The involvement of visitors and external groups
- vi. The role of pupils in community involvement

i. The teaching of citizenship within and through other curriculum subjects

At Key Stage 3 pupils are consistently presented with opportunities to develop their skills of enquiry and communication, and well as participation in all of their curricular subjects. Many of the essential aspects of the knowledge and understanding strands are also covered in departmental schemes of work. These have been identified by a whole school audit. Departments are responsible for identifying Citizenship links within their departmental policies and Schemes of Work. Departments have reflected on their contribution to the delivery of Citizenship during whole school INSET session.

At Key Stage 4 core subjects provide all pupils with essential citizenship knowledge and understanding.

A full audit of departmental coverage has been completed and implemented, pupils access depending upon their option choices. At Key Stage 4 pupils are given the opportunity to build on the skills of participation and responsible action acquired at Key Stage 3 applying them in school and in the wider community. The school can ensure progression by enabling pupils to take on more responsibility, develop increasing independence and become less reliant on adult support.

ii. Combined Citizenship and PHSE Scheme of Work

The combined scheme of work builds on the knowledge, skills and understanding developed during Key Stages 1 and 2, although pupils will have experienced different types and levels of provision by the beginning of Year 7. At Key Stage 3 pupils will have a 1 hour lesson of Citizenship/PHSE per week. Topics covered will address the Knowledge and Understanding aspects of both the Citizenship and PSHE programme of study as well as presenting pupils with extensive opportunity to develop their skills of enquiry, communication and participation. In built into the schemes of work will be an assessment programme which will give pupils the opportunity to reflect on their progress and continually set themselves targets. At Key Stage 4 pupils will have a 1 hour lesson every fortnight.

iii. Citizenship Events

The school has a long-standing programme of special event days where pupils can enjoy a wealth of experiences:

- Election of school council: to develop democratic process and involvement. All pupils are involved in the election of form and school council representatives at the beginning of each academic year. Council representatives then feed back regularly to tutor groups.
- Year 7: Senior Citizens Party: The rationale for this day is for pupils to take ownership for the planning and implementation of a party for senior members of our society. This involves raising funds, inviting guests, preparing and serving a meal, and providing high quality entertainment.
- Year 7: SEAL day: The rationale for this day is to cover some of the aspects of the SEAL guidelines through a variety of workshops covering topics such as problems, motivation and emotions. Alongside the workshops each tutor group will meet some representatives from a local charity whom they will raise money for throughout their time at school.
- Year 8: Looking After Me Day: The rationale for this day is to encourage students to think about the whole person; body, mind and soul. They experience a number of ways of caring for and developing these areas. On this day pupils take part in a variety of workshops including First Aid, Yoga, Healthy Eating and Indian Head Massage.
- Year 9: Multicultural Day: The rationale for this day is to enable pupils to gain a positive awareness and understanding of the diverse society in which we live. This is achieved through a series of workshop experiences, including African Drumming, Salsa and Street Dancing as well as Chinese Cookery and Henna Art.
- Year 10: Preparing for Life: The rationale for this day is to equip pupils with essential skills to aid them in their life after school. Once again this will take the form of workshops including financial advice, cooking on a budget, and sex education.
- Year 10: Peer Mentoring Training: in year 10 a group of approximately 20 pupils are trained as peer mentors by the Youth service and assist year 6/7 with the transition process.

#### iv. Assembly Programme

The assembly programme has been systematically designed to coincide and complement the delivery of citizenship. It intends to:

- Promote moral values and citizenship within a multi cultural society.
- Encourage pupils to explore and shape their own beliefs and attitudes.
- Allow pupils to form their own opinions and overcome prejudice.

#### v. The involvement of visitors and external groups

- School Nurse
- Fire Brigade
- Road Safety
- Police
- Business Ambassadors
- Career Service

- Young carers
- Youth service
- YMCA – citizens in action

#### vi. The role of pupils in community involvement

At present all Year 7 pupils are involved in the Christmas Old Age Pensioners Party from the planning stages through to the organisation and events during the day. After their SEAL day each tutor group raises money for “their” charity. Students are involved in the YMCA volunteering project “Citizens in Action”. It is hoped that in the near future pupils involvement in the community will be developed.

### **Assessment**

Citizenship is a statutory subject at Key Stage 3 and 4 and PSHE will become one from September 2011. Schools are required to record students’ progress through the key stages including KS3 assessment. There must be an annual report to parents at the end of years 7-11. At the end of Key Stage 3 teachers must assess all pupils against the KS3 level descriptors for citizenship (see Appendix A). Students will complete 3 assessment tasks each year throughout Key Stage 3 one of the assessment tasks each year will include some group work so that these skills can also be assessed.

There is no statutory requirement for an end of Key Stage 4 assessment in citizenship. However self assessment and peer assessment is a central feature of the schemes of work.

## **KEY STAGE 3**

### **Year 7**

- Opportunities for reflection, discussion and participation are in built into the comprehensive schemes of work.
- All pupils have a citizenship portfolio which they add to over the year. This should include:
  - Work completed in PSHCE lessons.
  - Evidence of whole school work or work in the community.
  - Certificates awarded.
- At the end of each term pupils are to complete their Citizenship Self Assessment Booklets. This again will be stored in their portfolio.
- Within the PSHCE scheme of work three key assessment pieces will be completed and assessed by form tutors. Pupils will complete a self assessment sheet. Results will be recorded on the front of their portfolios.

Assessment 1: Evaluation of contribution to OAP party

Assessment 2: Fairtrade

Assessment 3: Relationships

- All self assessment sheets and results will be stored in portfolios, to allow for effective decision making to take place at the end of Key Stage 3.

## **Year 8 pupils**

- Pupils will continue to add to their portfolio of evidence
- At the end of each term pupils are to complete their Citizenship Self Assessment Booklet. This again will be stored in their portfolio.
- Within the PSHCE scheme of work three key assessment pieces will be completed and assessed by form tutors. Pupils will complete a self assessment sheet.

Assessment 1: Risky behaviour – The Friday Night Scenario

Assessment 2: Crime

Assessment 3: A diverse society

- All self assessment sheets and results will be stored in portfolios, to allow for effective decision making to take place at the end of Key Stage 3.

## **Year 9 pupils**

- Pupils will continue to add to their portfolio of evidence.
- At the end of each term pupils are to complete their Citizenship Self Assessment Booklet. This again will be stored in their portfolio.
- Within the PSHCE scheme of work three key assessment pieces will be completed and assessed by form tutors. Pupils will complete a self assessment sheet.

Assessment 1: Democracy in action

Assessment 2: Risky behaviour – Their Futures, you decide

Assessment 3: Media in society

- All self assessment sheets and results will be stored in portfolios, to allow for effective decision making to take place at the end of Key Stage 3.

## **KEY STAGE 4**

- Portfolios will continue to be added to.
- After each topic pupils will be given the opportunity to discuss and reflect on their knowledge and skills.

## **Social and Emotional Aspects of Learning Development**

The citizenship policy should be read in conjunction with the school's SEAL documentation.

Citizenship provides a variety of opportunities for pupils to explore a range of attitudes and values. Pupils are able to develop their skills through exploration and discussion of topical political, emotional, moral, social and cultural issues. Pupils should be given the opportunity to:

- Understand the interests, beliefs and viewpoints of others.

- To apply reasoning skills to problems and to value and have respect for truth and evidence in forming or holding opinions.
- Participate in decision making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

As well as promoting pupils social and emotional development pupils should be given the opportunities to reflect on this development. This can be achieved through discussions on topic issues, involvement in school, neighbourhood and community activities as well as the self-assessment programme.

## **Monitoring and Evaluation**

Non-specialists will teach the citizenship programme of study and thus a closely monitored support structure for staff will be a vital component of the implementation of the scheme. Staff will have the opportunity to benefit from training, through school based INSET and can speak to the CPD Co-ordinator about any further training needs. To allow for close monitoring sample portfolios will be collected in on a termly basis by the citizenship co-ordinator and feedback will be given to staff. A sample of material will be stored centrally for reference.

To ensure that the needs of all are being met the scheme will be constantly assessed and updated raising awareness of the important issues and keeping material and subject matter up to date and relevant.

To guarantee progression and continuity clear lines of communication between the citizenship co-ordinator and the rest of the staff will be in place. This will be achieved by the use of both formal and informal channels of communication. The citizenship co-ordinator will always be available for support on any matters relating to the delivery of the schemes of work and feedback on the PSHCE schemes of work will always be a point on pastoral meeting agendas

It is essential that the scheme of work build on the knowledge skills and understanding developed during Key Stages 1 and 2 and that it allows for progression into Key Sage 5. Thus links with both feeder primary's and further education colleges will be an integral part of the programme. It is also necessary to measure progression between year groups. This can be monitored in a number of ways including:

- Both formal and informal discussions with pupils
- Review of classwork
- Pupils self assessment forms
- Results of assessment

This process of monitoring and evaluation will be linked to the whole school policy. In addition departmental delivery of Citizenship will be reviewed on a yearly basis by the co-ordinator.

The citizenship co-ordinator will annually review the delivery of citizenship. By a process of self evaluation, an action plan will identify areas for development. These will be implemented in the following year and the previous year's will be reviewed.

## Appendix A

### 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.