



## A SCHOOL

### CITIZENSHIP EDUCATION POLICY

This policy was developed by xxxxx and xxxxx in consultation with xxxxx of the Healthier School Partnership.

It is informed by:

- Citizenship at Key Stages 1 – 4. Guidance and Assessment, recording and Reporting (QCA 2002).
- PSHE and Citizenship Key Stages 3 & 4. Initial Guidance for Schools (QCA 2000).

It was written in June 2004, and will be reviewed in September 2006.

#### **Introduction.**

From September 2002 it has been statutory for Citizenship to be included in the curriculum for Key Stage 3 and Key Stage 4 students. However, due to the encompassing nature of this area, there is in-built flexibility in the programmes of study. At (name of school) it has been decided to teach this in an integrated manner, building on curriculum planning, and organising whole school events to cover strands and themes, as diverse as Road Safety Week and international fund-raising. In this way we plan to cover all the key elements required in the programmes of study, this will be kept under close review during this year, to ensure this approach is successful.

#### **Aims.**

- To make young people into more rounded, responsible and aware citizens.
- To enable students to grasp the opportunities and experiences of life.
- To manage levels of socio-economic deprivation and special educational needs.
- To ensure our students become independent and responsible adults.
- To be able to cope within their own communities.
- To ensure personal safety: including choices about drugs and alcohol.
- To present opportunities for informed sexual choices.
- To give guidelines and information for informed decisions leading to an all-round healthy life style.

With this set of aims in mind we fully endorse Southwark's aims set out below:

- Young people to feel safe and valued.
- Young people to be in education, actively learning and achieving at higher levels.

- An end to intimidation and crime by groups of young people.
- To reduce drug misuse, violence and intimidation among young people and dramatically cut teenage conceptions.

### **Objectives.**

Society is changing at mercurial pace; it is not enough to equip our young people with sets of facts, schools hold the key to preparing students for these changes. At Highshore we welcome this challenge and understand that it will take time for staff to feel confident dealing with issues, and for the wide concepts involved in this area to become embedded into the culture of the curriculum on offer. Our main objective will be to make students aware that personal responsibility and understanding are the keys to true citizenship of any community, be it family, school, local, national or international.

### **Teaching and Learning.**

Due to the nature of our students needs our practice must encourage student comprehension at an age-appropriate level. The integrated manner in which Citizenship will be taught will cross all year groups, at this moment the following areas cover strands of the programmes of study.

- Yr. 7 – Circle time/PHSE/Humanities/Citizenship/SRE/Drug Ed.
- Yr. 8 – PHSE/Humanities/Citizenship/SRE/Drug Ed.
- Yr. 9 – PHSe/Humanities/Careers/Citizensip/SRE/Drug Ed.
- Yr. 10 – ASDAN/Entry Level Life Skills/Careers/SRE/Drug Ed.
- Yr. 11 – ASDAN/Entry Level Life Skills/Careers/SRE/Drug Ed.
- Literacy – it is imperative that oracy and listening skills play an important part in this subject.
- Numeracy – the cross-curricular nature of this area will ensure that numeracy and problem solving are essential parts.
- ICT – use of the internet and e-technology, understanding of the media will be crucial.

### **Spiritual, moral, social and cultural development.**

- Spiritual – through the wide and varied experiences offered to students, it is anticipated that an understanding of the spiritual element in all things will be developed.
- Moral – personal responsibilities and the opportunity for making choices will strengthen students moral understanding.
- Social – we hope to ensure that all students understand they have a place in the many groups in society, ranging from their family to the wider world.

- Cultural – xxxxx is a multi-cultural community, set in a diverse and complex community, and this is highly valued and students' awareness is raised at all times.

### **Development of Key Skills.**

The structure of the Citizenship curriculum is a perfect vehicle for the delivery of Key Skills programmes. In line with our Key Stage 3 National Strategy, Citizenship will have a Key Skills focus in Years 7, 8 and 9.

The Key Skills are:

- Communication
- Application of Number
- ICT
- Working with Others
- Improving Own Learning
- Problem Solving.

### **Assessment and Reporting.**

In Key Stage 3 this will be developed through the Key Skill challenges in the following ways:

- Recognition of achievement
- Self-evaluation and discussion
- Reporting annually to parents.

In Key Stage 4 students work towards the Bronze or Bronze/Silver Challenge and the Silver Youth Award as accredited by ASDAN. All students follow the course, and the numbers gaining the award are increasing each year.

### **Resources.**

Existing curriculum resources will be expanded as the concepts involved in the Citizenship programmes of study become more embedded in the school. Postholders will be expected to bear these issues in mind when resourcing their areas.

A bank of resources will be built up, using KS1 and 2 artefacts to give rise to discussion and debate about issues. A greater use of the internet and media services will be encouraged as the school's facilities develop.

### **Working with external agencies/community links.**

Emphasis will be placed on using outside agencies to reinforce the concepts and to access other levels of expertise. All students regardless of gender, race, religion, level of disability and need have access to all areas of study and learning. This tenet also applies to the areas of enrichment which the school offers its young people, no student is denied these enriching activities, unless there is an issue of the safety of other students and staff.

### **Development and Monitoring**

This is an exciting and innovative curriculum development in all schools. At (name of school) we are working the Healthier Schools Partnership towards the school achieving the Healthy Schools Accreditation. An audit of current practice and management roles has been completed with the worker attached to the school, and we are in the process of agreeing an Action Plan to take this initiative further. This policy complements a range of PSD policies.

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