

GROVE

# Citizenship Education Policy 2011

Signed



Head teacher

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Chair of Governing Body

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## **GROVE SCHOOL CITIZENSHIP EDUCATION POLICY**

### **Key Stage 3 & 4**

#### **1. Rationale**

Citizenship forms part of the National Curriculum statutory orders for Key Stage 3 & 4.

Citizenship Education gives young people the knowledge, skills and understanding to play an effective role in society at local, national & international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. We encourage our students to play a positive role in contributing to the life of the school and wider community and in doing so encourage links with their neighbours and community partners. Such links positively contribute to community cohesion. Citizenship education at Grove School promotes the spiritual, moral, social and cultural development of our students. We teach our students about the economy and democracy and ensure they experience the process of democracy through the school council and voting in the Youth Parliament. We encourage students to think about and respect different national, religious and ethnic identities as well as their rights and responsibilities. Citizenship education at Grove School develops student's ability to reflect on issues, they are actively encouraged to take part in discussion and to listen to one another. The ultimate aim of Citizenship education at Grove School is to contribute to the development of 'well –rounded' and confident individuals equipped to play an active and positive role in society.

#### **2. Aims**

At Grove School the aims of Citizenship Education are to enable students to:

- Know and understand about legal and human rights and the role of the criminal and civil justice systems
- Explore the diversity of identities in the UK and the need for mutual respect and understanding
- Know and understand the role and work of governments
- Appreciate the importance of playing an active role in democratic systems
- Know & understand the work of community based voluntary groups
- Explore the importance of resolving conflict fairly
- Discover the significance of the media in society
- Investigate the world as a global community
- Develop skills of enquiry and communication
- Develop skills of participation and responsible action

#### **3. Community Cohesion**

Grove School through Citizenship Education contributes towards community cohesion. Community cohesion is about "...working towards a society in which there is a common vision and sense of belonging by all communities; a society in which diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which

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strong and positive relationships exist and continue to be developed in the workplace, in school and the wider community.” (Ofsted, 2008)

For Grove School the term ‘community’ has a number of dimensions which include:

- The school community is the young people it serves, their parents, carers and families, the staff and governing body and those from the community who use Grove’s facilities and services.
- The community in which the school is located relates to its geographical community and those who live and work in the area.
- The UK community
- The global community

Grove School students are encouraged to take part in a range of practical activities that promote active citizenship and encourage community cohesion. Such activities include the planning of tutor assemblies, out of school Citizenship events, charity fundraising, or involvement in the school council, working party groups or as the voice of the learner.

## **4. Guidelines**

At Grove School, we deliver the statutory National Curriculum programmes of study for Citizenship Education.

This comprises 3 interrelated sections:

- *Social and moral responsibility:* Students learning from the very beginning self-confidence and socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.
- *Community involvement:* Students learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- *Political literacy:* Students learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge - this can be termed political literacy, which encompasses more than political knowledge alone.

Citizenship aims to promote these 3 strands through a series of programmes of study that provide opportunities to develop:

- *Knowledge and understanding about becoming an informed citizen:* Requirements include that students should be taught about the legal and human rights and responsibilities underpinning society, the diversity of identities in the UK, the legal system, the nature of government, the importance of democratic processes, the role of the media, conflict resolution and the challenges of global interdependence and responsibility.
- *Skills of enquiry and communication:* Requirements include that students should be taught to think about topical issues, problems and events, to express and justify opinions, and to contribute to discussions and debates.
- *Skills of participation and responsible action:* Requirements include that students should be taught how to consider the experiences of others, to take part responsibly in activities and to reflect on the process of participation.

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## **5. Provision**

At Grove School, Citizenship is delivered through a whole school approach which includes a combination of:

- Cross-curricular provision, within and through PSHEE, History, Geography and Religious Studies. Each of the departments takes particular responsibility to include Citizenship learning outcomes in their lessons, some Citizenship based units are taught exclusively within the departments and are reported upon. A full scheme of work is available to demonstrate what each department is teaching.
- Flexible timetable for Citizenship events involving the whole school or key stage such as European Day of Languages in September.
- Citizenship and extra-curricular activities such as the School Council, Student voice, Elections, Charity Fundraising, School Partnerships, International Focus Months and many community based activities are actively encouraged by all staff and contribute to community cohesion.
- The vertical tutoring system helps to maintain community cohesion within school and encourages older student's to act as 'buddies' to younger students.
- A comprehensive mentoring system operates within Grove School and many students have themselves become mentors, again this encourages community cohesion.

## **6. Teaching and Learning Styles**

Our School recognises that students are more likely to become active citizens if their learning experiences have enabled them to take responsibility for their own learning. Students are taught about their least and most preferred learning style and are actively encouraged to improve upon their least preferred. All staff are encouraged to use a range of active learning methods that allow students to explore topical issues through lessons, school life and community involvement.

Grove staff use a range of teaching and learning styles that place an emphasis on active learning through a skills based curriculum. The personal, learning and thinking skills are incorporated into lessons.

## **7. Dealing with controversial and sensitive issues**

For effective teaching and learning to be achieved staff and students need to feel comfortable in the classroom environment and at Grove School we do our best to ensure this happens. However, we do recognise that due to the nature of some of the content of the Citizenship programmes of study, students may sometimes ask a difficult question or express a controversial view. PSHEE staff are trained to deal with such issues and expectations between students and staff are established at the start of each term. Students have developed their own Good Citizens Charter, which is displayed within all classrooms and is in each student's record book. Students are made aware of their rights and responsibility within the classroom and the need to keep to the Good Citizens charter. The Charter is regularly reviewed and updated.

## **8. Assessment, Recording and Reporting**

Citizenship assessment is based upon the attainment target for Citizenship and the end of key stage descriptions for Key Stage 3 and 4.

Assessment of Citizenship is carried out using a variety of methods such as self-assessment, peer assessment, group assessments and teacher assessments through discussion work, extended writing, research tasks & presentations.

At Key Stage 3 Geography, History, Religious Studies and PSHEE contribute to assessment and reporting to parents.

At Key Stage 4, students are presently awarded with the Grove Citizen Award. This is taught through PSHEE and Religious Studies and both contribute to reporting to parents at Key Stage 4.

Subject teachers who teach elements of the citizenship curriculum assess their work against citizenship criteria and contribute to the annual Citizenship report to parents.

## **9. Conclusion**

The Citizenship Education Policy will be reviewed as part of the schools policy review cycle.