



Gedney Church End and Lutton St Nicholas Federated Primary Schools

Citizenship Policy

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Introduction

The Citizenship curriculum within the Federation is intrinsically linked to the Every Child Matters Agenda, specifically in relation to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

As a staff, while we recognise that this document has been superseded, it contains a strong basis for educating children to become responsible and positive members of a local, regional, national and global society.

Aims

The policy is to be a working document used by all the staff within the Federation. It states how the Citizenship curriculum is delivered across the Federation and how it supports and builds on our core values and ethos.

We strive to enable all children to have the self-awareness, positive self esteem and confidence to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect our common humanity, diversity and differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own and others' abilities
- reflect on the many spiritual, moral, social and cultural issues in their lives

The Role of Citizenship

Social health embraces pupils' relations with the wider world. Just as learning about personal and social health highlights the effects of our actions on each other, citizenship takes personal responsibility further. It highlights the opportunities we all have to make a positive contribution to society. In growing into informed, reasonable citizens, everything that happens in and around the Federation can be influential for children.

The Framework for Citizenship at KS1 and KS2

This has four components:

1. a statement emphasising the importance of Citizenship and its contribution to the curriculum;

2. the knowledge, skills and understanding to be taught in four interrelated sections, as follows:
 - developing confidence and responsibility and making the most of their abilities
 - preparing to play an active role as citizens
 - developing a healthy, safe lifestyle
 - developing good relationships and respecting the difference between people
3. the breadth of opportunities children need to develop this knowledge, skills and understanding
4. a series of statements to summarise what pupils will learn in each key stage and subject links

Programmes of Study in Citizenship

In February 2015, the Government published non-statutory guidance that outlines Programmes of Study in Citizenship. Given the Federation's commitment to ensuring that our children are prepared to be productive and positive members of society, we have chosen to implement these Programmes of Study, as follows:

Key Stage 1: Developing Confidence and Responsibility and Making the Most of their Abilities

Pupils should be taught to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- Share their opinion on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise what they are good at
- Set simple but challenging goals

Key Stage 1: Preparing to Play and Active Role as Citizens

Pupils should be taught to:

- Take part in discussions with one other person and the whole class
- Take part in a simple debate about topical issues
- Recognise choices they can make and recognise the difference between right and wrong
- Agree and follow rules for their group and classroom and understand how rules help them
- Realise that people and other living things have needs and that they have responsibilities to meet them
- They belong to various groups and communities such as a family and school

- Recognise what improves and harms their local, natural and built environments and about some of the ways people look after them
- Contribute to the life of the class and school
- Realise that money comes from different sources and can be used for different purposes

Key Stage 1: Developing a Healthy, Safer Lifestyle

Pupils should be taught to:

- Make simple choices that improve their health and wellbeing
- Maintain personal hygiene
- Recognise that some diseases spread and can be controlled
- Understand the process of growing from young to old and how people's needs change
- Recognise the names for the main parts of the body
- Understand that all household products, including medicines, can be harmful if not used properly
- Accept rules for, and ways of keeping safe, including basic road safety, and about people who can help them to stay safe

Key Stage 1: Developing Good Relationships and Respecting the Differences between People

Pupils should be taught to:

- Recognise how their behaviour affects other people
- Listen to other people and play and work co-operatively
- Identify and respect the differences and similarities between people
- Understand that family and friends should care for each other
- Understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 1: Breadth of Opportunities

During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions
- Make real choices
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in everyday life
- Ask for help

Key Stage 2: Developing Confidence and Responsibility and Making the Most of their Abilities

Pupils should be taught to:

- Talk and write about their opinions, explain their views on issues that affect them and society
- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- Face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- Recognise, as they approach puberty, how people's emotions change and how to deal with their feelings towards themselves, their family and others in a positive way
- Understand the range of jobs carried out by people they know and how to develop skills to make their own contribution in the future
- Look after their money and realise that future wants and needs may be met through saving

Key Stage 2: Preparing to Play an Active Role as Citizens

Pupils should be taught to:

- Research, discuss and debate topical issues, problems and events
- Understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
- Recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other
- Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- Resolve differences by looking at alternatives, making decisions and explaining choices
- Recognise what democracy is and about the basic institutions that support it locally and nationally
- Recognise the role of voluntary, community and pressure groups
- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- Explore how the media presents information

Key Stage 2: Developing a Healthy, Safer Lifestyle

Pupils should be taught to:

- Recognise what makes a healthy lifestyle including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices
- Recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- Understand how the body changes as they approach puberty
- Recognise which commonly available substances and drugs are legal and illegal, their effects and risks
- Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- Follow school rules about health and safety, basic emergency aid procedures and where to get help

Key Stage 2: Developing Good Relationships and Respecting the Differences between People

Pupils should be taught to:

- Understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view
- Think about the lives of people living in other places and times, and people with different values and customs
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help
- Recognise and challenge stereotypes
- Recognise that differences and similarities between people arise from a number of different factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Understand where individuals, families and groups can get help and support

Key Stage 2: Breadth of Opportunities

During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- Take responsibility
- Feel positive about themselves
- Participate
- Make real choices and decisions
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in life
- Find information and advice

- Prepare for change

Provision and Implementation of the Framework

Our Federation will involve children in the running of the schools through successful School Councils, with members from each class. Decision making within the class will promote responsibility and learning about democracy.

Citizenship will be embedded within a whole Federation approach, combining four separate strands, as follows:

- 1. Discrete curriculum time:** we will use the SEAL materials to plan discrete lessons as set out in the SEAL themes. We will also use separately planned curriculum time with themes often linked to Every Child Matters and will include regular circle time and parachute games, which recognise a child's need for self-esteem and a sense of worth, essential to success in learning. Circle time will provide the ideal group listening forum for enhancing self image, promoting moral values, building a sense of team and developing social skills.
- 2. Teaching Citizenship through other subjects:** These will include:
 - English: skills in enquiry and communication, stories that illustrate aspects of personal and social development
 - Mathematics: aspects of financial capability, counting and sharing
 - Science: including medicines, reproduction, health, safety and the environment
 - Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology
 - Computing: communicating with others via e-mail, finding information on the internet and checking its relevance, staying safe online
 - History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past
 - Geography: topical issues concerning the environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries
 - Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
 - Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and expression
 - Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports;
 - RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- 3. Citizenship activities and Federation events:** pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the

curriculum. Visits out of school, visitors to school, links with other schools both primary and secondary and special days in school will provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Children will be able to discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

- 4. Pastoral Care and Guidance:** the Federation has a good relationship with the village churches and the children will take part in services throughout the year. Assemblies are taken by Father Jonathon and Father Adrian on a regular basis.

Methodology

Effective teaching of Citizenship relies on using appropriate methods for the aims of the session as well as the teacher having a repertoire of flexible, active learning methods, relevant to the aspect being taught. Learning should be linked to real experiences as this will help pupils to fully engage. Where topical issues form the basis for study, care needs to be taken to ensure that such matters are handled appropriately.

Assessment, Recording and Reporting

There will be two broad areas for assessment in Citizenship:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures and the meaning of ideas including democracy;
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Other assessment strategies will be utilised, as follows:

- children and teachers assessing and setting targets, involving pupils assessing their own progress;
- teacher/pupil discussion;
- observation of role play;
- group written ideas;
- reflection of a group activity;
- teacher appraisal of written work;
- certificates of achievements;
- review of planning.

Assessment will be based on a combination of the above and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Staff CPD

Staff will have access to internally and externally provided development opportunities. These will be provided by:

- the Single School Improvement Plan;
- the Federation's management of the foundation National Curriculum subjects on a rolling two year programme
- individual priorities linked to the Performance Management of teaching staff

Continuous Professional Development will reflect Federation, local and national issues and we will respond in haste if necessary. It is also recognised that national issues, such as the implementation of the PREVENT Strategy, benefit from high quality training for all members of staff. This was last provided in September 2015 for staff and is scheduled to be provided in January 2016 for all members of the Governing Body.

Outside Agencies

A variety of outside agencies will visit the Federation to support the implementation of the Citizenship curriculum. These will include the school nurse, dentist and religious leaders. Their role will be to support the teachers in the delivery of the curriculum and also bringing high levels of expertise in specific, relevant areas.

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Citizenship. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

- Staff Meeting 1: Planning, continuity, progression and standards
- Staff Meeting 2: Resourcing, cross-curricular links
- Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Handling Sensitive/Controversial Issues

The nature of Citizenship means that sensitive and controversial issues are almost certain to arise. Sex and relationships education, religion and politics are issues

which concern values and beliefs and which may, therefore, arouse strong feeling. Other examples of topics likely to be sensitive or controversial include family lifestyles and values, law and order, environmental issues, bullying and bereavement.

In order to handle such sensitive and controversial issues, ground rules and distancing techniques will be employed as follows:

- we will ensure that we establish ground rules about how pupils will behave towards each other and how issues will be dealt with
- pupils will be given preparation so they will know how to minimise any embarrassment they feel
- no one (teachers or pupils) should be expected to answer a personal question
- no one will be forced to take part in a discussion
- meanings of words will be explained in a sensible and factual way

Questions will be dealt with in the following ways:

- teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting
- teachers will set the tone by speaking in a matter of fact way and ensure that pupils discuss issues in a way which does not encourage giggling or silliness
- pupils may be encouraged to write down any questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- if a verbal question is too personal the teacher will remind the pupil of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the class, or raises concerns about abuse, the teacher will acknowledge it and will attend to it later on an individual basis. Referral to the Federation's Designated Senior Person (DSP) will also be a requirement under such circumstances.
- teachers will not be drawn into providing more information than is appropriate for the age of the child
- teachers will ensure that visitors to the classroom are clear about exactly which issues may be discussed with the pupils and be ready to step in if any subject is brought up which goes beyond this, usually advising the pupil the subject will be discussed later
- teachers will provide appropriate support after a session for any pupil who may be troubled by an issue raised, making sure they do not put themselves in a sensitive situation with a pupil on a one-to-one basis and that a pupil who needs help is signposted to the relevant agency
- if a teacher is concerned that a pupil is at risk of abuse the DSP will be informed immediately

Monitoring and Evaluation

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and

observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

Links to the National Healthy Schools Standard

The Citizenship Policy will form an important part of the National Healthy Schools Standard along with these related policies:

- Confidentiality;
- Sex and Relationships;
- Drug Education and Response to Incidents;
- Non Smoking;
- Child Protection;
- Anti Bullying.

Inclusion and Equal Opportunities

All pupils in the federation, regardless of ability, should have equal access to the Citizenship curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience Citizenship from many different cultures. We also recognise the contribution that Citizenship makes to the Unique British Values that all subjects will seek to promote (see below).

The Contribution of Citizenship to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subjects of PSHE and Citizenship can contribute to the development of these values in the following ways:

- To help all pupils to develop a strong and positive sense of identity with high levels of self-esteem and worth
- To recognise the importance of high quality relationships within a diverse society
- To sensibly manage risk and risk-based behaviours

- To help pupils to recognise and value diversity based on a firm understanding of equality
- That all members of society have both rights and responsibilities
- Change within society can be managed and that resilience is a core requirement
- Power can be used for both positive and negative reasons
- British society contains opportunity for all
- The impact that bullying and any form of oppression can have on individuals and groups within society

Consultation and Dissemination

The policy has been written after consultation with the Head Teacher and has been disseminated to staff, governors, parents (via newsletter) and children through the respective School Councils.

Signed by Head Teacher:

Ratified by Governors: January 2010

Last Updated: December 2015