

GORDON'S SCHOOL

CITIZENSHIP POLICY

The core principle that guides everything we do is **Putting Students First**.

1. Introduction

1.1 Citizenship enables students to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities.

The Citizenship curriculum promotes understanding about:

- Human rights and responsibilities
- Cultural diversity, prejudice and stereotypes
- The importance of voting and democracy
- The role of local and national government
- Britain as a multi-cultural society
- The Criminal Justice System
- Extremism and radicalization
- Public services
- The role and influence of the media
- Voluntary organisations
- The economy and personal finance
- International and global issues
- Active citizenship

1.2 The curriculum allows students to develop skills of communication and debate, encouraging them to work cooperatively with others to become involved in school or community projects and issues.

“Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry, communication, participation and responsible action.”

1.3 Citizenship plays an important role in promoting spiritual, moral, social and cultural development. Through exploration of topical issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

Citizenship promotes **spiritual development** through fostering students' awareness and understanding of issues that involve differing beliefs and values in human society. Citizenship helps students develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

Citizenship promotes **moral development** through helping students acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Students have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

Citizenship promotes **social development** through helping students acquire the understanding and skills they need to become active, responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. Students take part in community and social activities that promote personal and social skills, such as House

Committees, the Boarders Council, MAD Day, the Duke of Edinburgh Award scheme etc. Students are encouraged to take part in charity events or fund raising e.g. cake sales and mufti days.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all students to consider their own views and opinions about them, occur through many aspects of Citizenship – in particular, as students investigate and think about topical issues, problems and events and as they participate in activities both in and outside of school.

2. Citizenship and teaching about diversity

2.1 Citizenship plays a key role in helping students to value cultural diversity in our society and to prevent racism.

2.2 Aspects of the citizenship programme make explicit links with ethnic and cultural diversity ensuring that students acquire and apply knowledge and understanding about

- the legal and human rights and responsibilities underpinning society
- the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the importance of resolving conflict
- the world as a global community and the political, economic, environmental and social implications of this and the role of the EU, the Commonwealth and the United Nations.

2.3 Specific topics in the PSHE programme are identified as contributing to the teaching of cultural diversity but staff should also take the opportunity to draw on relevant issues as they arise within the programme as a whole.

3. Work-related learning

In order to fully prepare students for life outside of school and promote active participation within society, citizenship includes learning about the world of work and students' real and potential contribution to the economy. Careers education and guidance is concerned with helping students prepare for their role as learners and workers and is part of the school's PSHE programme.

4. Delivery of Citizenship

Delivery of Citizenship takes place within allocated lessons in PSHE and through other national curriculum subjects and RE. There are clear links between citizenship and PSHE which include the development of personal and social skills and the study of social policy and related issues which can contribute to the knowledge and understanding pupils require to become informed citizens.

5. Assessment

5.1 During their Citizenship lessons, staff have opportunities for assessment in the schemes of work. These may include: planning a talk or presentation, designing a display, producing a portfolio, contributing to discussions and debate or articles for newspapers etc.

5.2 Students should also have opportunities to reflect on their activities and to draw conclusions about their strengths and weaknesses. They should be encouraged to set their own targets.

5.3 Books will be issued to all Key Stage 3 students and Key Stage 4 students will be given PSHE folders. Students will be responsible for bringing their books to the lesson and staff teaching Citizenship will monitor their books as evidence of their achievements and in order to assess student progress.

5.4 The assessment of Citizenship will be completed by the PSHE teacher at the end of each

year and in conjunction with the individual pupil.

6. Management

Citizenship within PSHE is the responsibility of the Head of PSHE and line manager who has oversight of the overall programme and is responsible for its monitoring and evaluation.

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