



CITIZENSHIP EDUCATION POLICY

Appendix A – Citizenship at Newbridge Audit

Consultation

Students through School Council
 Parents through Newbridge News
 Tutors via e-mail
 Citizenship teachers in full
 All other classroom staff via e-mail
 Community partners who visit school in SoW by invitation
 Governors

Formulation date:	May18	Reviewing Committee	Curriculum & Standards
Approved on:	May18	Next Review date:	May20

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ESSENTIAL ELEMENTS

Education for citizenship is not about trying to fit everyone into the same mould, or creating a 'good' citizen. It is about enabling citizens to make their own decisions and to take responsibility for their own lives and their communities.

Citizens will be:

- Aware of their rights and responsibilities
- Informed about the social and political world
- Concerned about the welfare of others
- Articulate in their opinions and arguments
- Capable of having an influence on the world
- Active in their communities
- Responsible in how they act as citizens

Citizenship education involves a wide range of different elements of learning including:

- *Knowledge & Understanding* e.g. about topics such as laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and the world as a global, community; and about concepts, such as democracy, Justice, equality, freedom, authority and the rule of law.
- *Skills and Aptitudes* e.g. critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action.
- *Values and Dispositions* e.g. respect for Justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others.

AIMS

All young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

THE 3 PRINCIPLES OF EFFECTIVE CITIZENSHIP

To develop in students

- Social and moral responsibility
- Community involvement
- Political literacy

WELLBEING

- Citizenship helps them to develop self confidence and successfully deal with significant life challenges such as bullying and discrimination
- Citizenship gives them a voice – in the life of the school, community and society
- Citizenship enables them to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities, and prepares them for the challenges and opportunities of adult and working life.

At Newbridge these values have long been rooted in the way the school operates and have been strongly upheld by successful leadership teams.

The skills are taught right across the school and beyond. In 2017 the introduction of the rewards challenges and reward points system with behaviours, respect and courtesy taught overtly more often raised expectations further.

The knowledge and understanding at KS3 is being introduced and developed in readiness for continuing learning at KS4 although Citizenship GCSE ceased at the main parent upper school in 2012.

IMPACT

The Citizenship department team in co-operation with tutors and teachers of other subjects hopes to develop learners who are:

- Equipped with Knowledge and Skills to play an active part in school life
- Appreciative of the benefits of diversity in society, why and how society is changing and their role within it
- Critical, curious and questioning
- Skilled in debating and able to argue and defend their point of view
- Informed about their rights and obligations
- Equipped to take informed and responsible action
- Ready for work and life as independent thinkers and problem solvers
- Engaged as active citizens

HOW EDUCATION FOR CITIZENSHIP IS DELIVERED AT NEWBRIDGE

Via the Newbridge Culture/Ethos/Processes and Systems

- School policies and practice
- Our approach to KS2/3/4 links, involvement and transition
- Assembly programmes (including student involvement)
- Our commitment to student voice including school council, student consultation groups, committees, questionnaires/surveys/department consultations (youth club consultation groups etc. (Students play a part in decision making and hold positions of responsibility)
- Our commitment to student involvement, including student panels, student visits to other schools, students meeting visitors, student research visits, paired reading, school links, fundraising, campaigns, student pressure groups, sports leaders etc
- Assertive discipline/Behaviour policy
- Healthy Schools status (Enhancement achieved February 2013)
- Parental involvement and home/school agreement including regular reports and parents' evenings, information evenings
- Staff leadership and involvement in decision making
- The way we deal with bullying and harassment of any kind
- Inclusion and equal opportunities, opening the school to the community, local business etc
- The way we challenge and deal with all incidents of racism
- Progress file and celebration of attainment and achievement
- Students managing their own learning through self/peer assessment and target setting
- Students leading learning
- Theme days
- Rewards challenges

Via activities and opportunities beyond the taught curriculum

- School council and Youth council committees
- Guided tours
- Activities week and trips
- Languages and culture through art
- School newsletter
- Sports leaders
- Sports festivals
- KS3/2/4 links and special projects
- Music and drama performances
- OHSL including sports and other clubs
- Modern language France visit
- Welcoming new students
- Work shadowing
- Theatre groups etc.
- Environmental projects
- Widening participation events, Aim Higher type visits/trips
- School Council (Reps, deputies and their consultation with students)
- House reps
- Your guides

Newbridge was awarded the gold (highest) standard in Leicestershire's STUDENT PARTICIPATION CHARTER in February 2013. The first school in Leicestershire to receive the award. This achievement was applauded by HEALTHY SCHOOLS taking the school into Enhancement.

Via the taught curriculum

- Year 7 Health Education (one lesson a week, specialist team of teachers)
- Year 8 Citizenship (one lesson a week, specialist team of teachers)
- Year 9 Careers (one lesson a week, specialist team of teachers)
- Year 7/8/9 PSHE programme taught by tutors with some specialising in specific units
- Focussed and comprehensive enrichment delivered through a three year rolling programme of theme days (Fitness4Learning/Global Diversity/Environment/Awe & Wonder/ World of Work)
- Interventions for some students e.g. Inclusion project with its focus on Rights and responsibilities, hairdressing or the Stobarts challenge
- ELSA
- 1:1 careers interviews

Via involvement with the wider community

- Youth Club activities and initiatives (linked to youth council too)
- France trips
- Joint school projects e.g. "thinking of others" community work
- Community Links (Mantle Arts, District Council link work, Democracy Week, Picnic in the Park, etc)
- Developing local facilities e.g. Mobile tuck shop
- Peer education e.g. Year 9 Languages/PE or Year 9 teaching Year 7 in English, Students leading learning themes
- Campaigns e.g. Travel Plan
- Fundraising e.g. Comic / Sports Relief Day
- Talking to Politicians, police, artists, Holocaust survivors, community leaders, business people etc
- Lunch across the Generations project with Central Court
- Art and wellbeing with Hawthorn project.
- A variety of Activities Week activities and experiences

THE CITIZENSHIP DEPARTMENT

Management

Citizenship is led by the curriculum leader of HCC and PSHE (Daniel Birt)

Groupings & Staffing

- Students are taught in their regular mixed ability tutor groups throughout Year 8.
- Classes rotate between six teachers who specialise in the delivery of specific units, suited to their strengths and knowledge. There is one 55 minute lesson per week using a ICT Suite and classrooms.
- It is believed that rotating modules keeps students' interest and helps prevent disaffection as well as preparing them for Careers in the future. Specialist teachers have developed expertise over years of training and experience although new teachers join the team every year making it necessary for all units to be well planned and resourced in advance.

Learning Support/Extension

- Teaching and learning styles in Citizenship give equal opportunity to students of all abilities and learning styles and provide for differentiated outcomes. The learning is primarily active/interactive.
- Learning Support Assistants sometimes support the lessons, assisting students needing extra help/stimulus.
- Student Support Plans are read and reviewed by the member of staff teaching the child at the time. Review may take place slightly earlier than the agreed review date to be appropriate prior to unit rotation.
- Most able students are given the opportunity to extend their learning through voluntary homework and differentiated class tasks, or more debate. They often volunteer for special events eg. "Put it to your MP". Often the differentiated tasks that are built into the class work are thinking and feedback tasks alongside.
- The contribution to Citizenship made by other departments, tutors and whole school life generally is bigger than that of the department, in terms of opportunity and personalised learning, and where possible this contribution is assessed using a common method (by levels on name merged grids).

Homework

- Written homework is rare, and "thinking" is often given. In some modules 'voluntary' homework tasks are offered and enable students to think about interesting things as well as get rewarded with reward points.
- If homework is given for all students they should be rewarded for its return with a reward point.

Assessment and Reporting

- Theme days and a number of tutor time activities are assessed through Citizenship grids.
- Students are taught to use the pathway criteria during key lessons to know success criteria and next steps in the context of the course. Some courses use AfL and assess for particular strands of Citizenship, others use different strands.
- The development of attitudes, skills and knowledge are assessed continuously throughout each module and rewarded with reward points.
- Pathways are shared with students and parents throughout Year 8 by report and end of Year 9 on attainment record. (Teacher summative assessment)
- End of KS3 targets are first shared with students following Spring CWALs in Year 8.
- Completed work is stored in google drive folders.
- Attainment and progress is assessed formally by class teachers against one or more Citizenship strands and collated on a student master grid held on SIMS which parents can access on reports (named TUTOR).

Recording of Achievement

- For more information see the teacher information booklet "Citizenship Assessment"
- Students should be encouraged to store excellent work in their ROA/Progress File
- The top 10 most able are recognised on the high performers record.

Progress File

- The Citizenship Education department supports the Progress File (ROA) and visa versa.

SMSC development (see SMSC Audit)

The department promotes SMSC, development (particularly in the Human Rights unit) through :-

- Valuing and respecting ideas and insights.
- Encouraging students to ask questions of themselves and challenge.
- Giving students an opportunity to reflect and think deeply, and discuss, debate work with others.
- Acknowledging that life involves tragedy/joy/excitement/boredom etc
- Integrating work with the local community, current affairs and popular ideas/concepts.
- Giving opportunities to consider moral dilemmas.

Teaching & Learning Styles / Approaches/Strategies

- Involving students in real issues, events and topical news
- Role play/drama/games/card matching/discussion/debate
- Video/DVD/ICT/Presentations/Pairs/Groups/Questioning/AfL
- Students leading learning
- Speed dating
- Popcorning
- Think / Pair / Share

Schemes of Work

- Schemes and lesson plans and evaluations are in place and adapted/evaluated by the specialist teacher.
- Although Citizenship Education is taught as a discreet subject it also delivers the Year 8 essential elements of health education and Careers education.
- Many elements of Citizenship Education are taught elsewhere as a cross curricular theme in many subject areas. (See "Citizenship at Newbridge Audit").
- Built into PoS paperwork is identification of literacy and numeracy contributions, and schemes are strong contributors to the promotion of Community Cohesion.

<i>Modules</i>	Time Frame
Rights & Responsibilities	6 weeks
Drugs Education	6 weeks
Digital Literacy	6 weeks
The Law/Parliament and Government	6 weeks
Sex and Relationships	6 weeks
Money	6 weeks
Liberty	5 weeks

The common threads for all the work is "choice and consequences" and "responsibilities for rights"

- Citizenship course are taught in PSHE tutor time e.g. "GCSE Citizenship" in Year 9 and "The Media and its influence" in Year 8.

Resources

Resources are developed and stored by individual teachers or in the PSHE office next to the Interventions Room and on google drive.

Monitoring

- Observation and learning walks
- Regular team meetings
- Student folders/work scrutiny
- Self assessment reflection sheets (occasional)
- Displays
- End of Year student evaluation
- Student voice with CL interviews
- Quarterly departmental SEFs
- Department reviews

Meetings & Staff Development

- The team meets once every eight weeks on the meetings cycle. B meetings.
- Further meeting/INSET time is requested as necessary, and 1:1 support given by the Middle Leader.

- DTDs are used by the Deputy Head for whole school training on a regular basis.
- A briefing paper is available in the staff section of the Central Resource Library (CRL) as part of the teaching and learning policy appendix.
- Descriptions of pathways and printed in the Pastoral Handbook.

Curriculum Links

- There are strong links with the ethos of the school.
- There are strong links with R.E., History, English, Health Education and Environmental Geography.
- The way in which the lessons in Citizenship Education are managed and the atmosphere staff create is based on mutual respect for individual rights, care for others and tolerance, which is deliberately fostered in the Year 7 Health Education course and is developed with tutors in tutor time.
- In Careers Education in Year 9 (also modular) work on discrimination, racism, sexism and mutual respect continues in the units.

Evaluation

- Modular arrangements creates a culture of regular teacher and self assessment.
- Students working in the PC suite self evaluate as part of their attempts to reach higher levels and often show their work.
- An end of year student evaluation feeds into the next academic year planning.

Summary

- Many aspects of students' education and development as a contributing citizen take place at home and in the community.
- Much of their development also takes place as a result of their experience of school life generally, and all that it offers and enables, in and out of lessons.
- Development will depend on age, level of maturity and sometimes background, experience of different cultures, personality and many other factors. No child is to be viewed as a failed citizen.
- The department recognises that all departments teach Citizenship but that we are able to isolate vocabulary and concepts in the hope that a child's whole experience is more meaningful.
- Every attempt is made to recognise and record Citizenship attainment across the school and build AfL into every experience.

LINKS TO OTHER POLICIES/PROCEDURES

- Assessment and Communication
- Behaviour/Assertive Discipline
- Bullying / Anti-bullying
- Careers Education, Information and Guidance
- Community Cohesion
- Confidentiality
- Drugs Education & Substances Policy
- Equal Opportunities
- Fundraising
- Health & Safety
- Healthy Schools
- Monitoring and Evaluation Cycle SEFs
- PSHE at Newbridge
- Race Equality
- Safeguarding / Child Protection
- Sex and Relationships Education
- Special Educational Needs
- Teaching & Learning