

Introduction

The provision for Citizenship at Scalby School should reflect the school's overall values, aims and policies. Provision of Citizenship Education at Scalby School is not simply confined to PSHE lessons but aims to permeate the whole curriculum and is included in all subject areas as well as the many different extra-curricular activities. Citizenship Education should provide opportunities to promote Key Skills and students' "spiritual, moral, social and cultural development. Citizenship aims to give all students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps students to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values, encourages respect for different national, religious and ethnic identities and develops students' ability to reflect on issues and take part in discussions." ("Citizenship 1999"). Citizenship education aims to raise students' expectations, motivate students, ensure progression and promote inclusion.

Inclusion:

Citizenship education should be available for all our students and support should be provided to overcome barriers to learning. Schemes of work should be differentiated to take account of students different abilities and backgrounds and work needs to be adapted for students with difficulties in communication, language or literacy. When adapting work teachers should consider whether the expectations and learning objectives and outcomes need modification. For students with sensory and physical disabilities specialist equipment may be required. Please contact the Special Needs Department for help and advice regarding Inclusion.

“We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and extend radically to young people the best in existing traditions of community involvement and public service, and to make them individually confident in finding new forms of involvement and action among themselves.

(Crick Report)

The two overarching aims of the National Curriculum are:

- To provide opportunities for all students to learn and achieve.
- To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

Citizenship Education aims to ensure that all students:

- Know their rights and responsibilities.
- Analyse and discuss significant issues.
- Develop an understanding of how society works.
- Have an opportunity to play an active role in society.

**THE PROGRAMME OF STUDY FOR KEY STAGES 3 AND 4
CITIZENSHIP EDUCATION INCLUDE:**

KNOWLEDGE & UNDERSTANDING OF:

- rights and responsibilities
- human rights
- diversity - national, regional, religious, ethnic
- voting/democracy
- Parliament and other forms of government
- media/free press
- voluntary groups
- conflict resolution
- consumers, employers, employees' rights
- global citizenship
- the economy
- sustainable development
- the legal/justice system
- how to bring about social change.

These are acquired and applied through activities which develop skills of:

- discussion and debate
- critical thinking and reflection
- research and enquiry
- participation and responsible action
- communication and negotiation
- empathy.

Citizenship Education is much more than a subject. It is what and how we teach in and out of the classroom. It is about ethos and relationships built on mutual respect.

Citizenship Education is provided through:

- PSHE
- existing subject areas
- extra-curricular activities
- assemblies
- the community
- Work Experience
- the home
- visits
- anti-bullying initiatives
- school/class councils
- Peer Education
- charity fundraising
- development of the environment
- volunteering!

Citizenship education has always been part of the curriculum/extra curriculum at Scalby School. Much of the content of Citizenship has always been covered in the subject areas. Values, however, are “caught as well taught” and citizenship is taught by example. Numerous activities such as The Peer Support Scheme, “Buddies”, The Prefect System, Homework Support Groups, Mentoring, Reception Monitors etc are all part of Citizenship education.

Citizenship is a National Curriculum subject that we as a school are required to teach and report on at Key Stages 3 and 4, and these assessments should be based on the end of Key Stage descriptors. Assessment at Key Stage 4 is not statutory.

The three strands of citizenship are:

- 1 Social and moral responsibility
- 2 Community involvement
- 3 Political literacy.

To become informed citizens students need opportunities to acquire knowledge and understanding of:

- Parliament and Government (local, national and global)
- The Law
- The Economy
- The Media
- The Environment
- Diversity (religious, ethnic, regional and national)
- Controversial political, spiritual, moral, social and cultural issues.

To acquire the skills of enquiry and communication students need to be able to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information from different sources
- express, justify and defend orally and in writing a personal opinion about such issues, problems and events
- contribute to group and class discussions about such issues.

To acquire the skills of participation and responsible action students need to be able to:

- use their imagination to consider others' experiences and be able to think about, express, explain and critically evaluate views that are not their own
- negotiate, make decisions and take part responsibly in school and community activities
- reflect on the process of participating.

Programme of study : citizenship

Key Stage 3

During Key Stage 3 students study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

1a – links to other subjects This requirement builds on Hi/10, 13	2a – links to other subjects This requirement builds on En2/4a-4c
1b – links to other subjects This requirement builds on Hi/2b and Gg/6f and A&D/5d and Mu/Se	2b – links to other subjects This requirement builds on En1/1a-1e and En3/1i-1o
1c-1e – links to other subjects These requirements build on Hi/9, 10	2b – ICT Opportunity Students could use e-mail to exchange views
1h, 1i – ICT opportunity Students could explore the growing importance of the internet, e-mail and e-commerce	2c – links to other subjects This requirement builds on En1/3
1i - links to other subjects This requirement builds on Sc2/5a and Hi/13 and Gg/3b, 3e, 5a, 6f, 6h-6k and MFL/4c	

Knowledge, skills and understanding

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

Knowledge and understanding about becoming informed citizens

1 Students should be taught about:

- a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

- c central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- d the key characteristics of parliamentary and other forms of government
- e the electoral system and the importance of voting
- f the work of community-based, national and international voluntary groups
- g the importance of resolving conflict fairly
- h the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

Developing skills of enquiry and communication

2 Students should be taught to:

- a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- b justify orally and in writing a personal opinion about such issues, problems or events
- c contribute to group and exploratory class discussions, and take part in debates.

Developing skills of participation and responsible action

3 Students should be taught to:

- a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b negotiate, decide and take part responsibly in both school and community-based activities
- c reflect on the process of participating.

Programme of study : citizenship

Key Stage 4

During Key Stage 4 students continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

<p>1i – links to other subjects This requirement builds on MFL/5i</p>	<p>2a – links to other subjects This requirement builds on En2/4a-4c and Ma4/5K (foundation and higher)</p>
<p>Notes for 1j Local Agenda 21 gives local authorities responsibility to improve sustainable development</p>	<p>2b – links to other subjects This requirement builds on En1/1a-1e and En3/1i-1o</p>
<p>1j – links to other subjects This requirement builds on Sc2/4b, 4c (single) and Sc2/5b, 5c (double)</p>	<p>2c – links to other subjects This requirement builds on En1/3</p>

Knowledge, skills and understanding

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

Knowledge and understanding about becoming informed citizens

- 1 **Students should be taught about:**
 - a the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice system
 - b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
 - c the work of parliament, the government and the courts in making and shaping the law

- d the importance of playing an active part in democratic and electoral processes
- e how the economy functions, including the role of business and financial services
- f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- g the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion
- h the rights and responsibilities of consumers, employers and employees
- i the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations
- j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Developing skills of enquiry and communication

2 Students should be taught to:

- a research a topical political, spiritual, moral, social or cultural issue, problem or vent by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- c contribute to group and explanatory class discussions, and take part in formal debates.

Developing skills of participation and responsible action

3 Students should be taught to:

- a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- b negotiate, decide and take part responsibly in school and community-based activities
- c reflect on the process of participating.

School Subjects and Citizenship

Teachers in different subject areas must ensure that students are made aware that different aspects of their subject are important parts of Citizenship Education.

Art

Art provides opportunities for students to:

- appreciate the work of others and understand the world through visual experience;
- recognise ideas of right and wrong in paintings;
- develop their own mode of expression;
- understand the cultural achievements of other people and societies;
- explore the diverse ways that artists working in different cultures produce images, symbols and objects.

Business and Vocational Education

Business and vocational education provide opportunities for students to:

- reflect on the choices available to them about work and leisure and consequences of such choices;
- analyse and understand alternative and different lifestyles and employment proprieties;
- improve the community through an understanding of employment as service to others;
- understand their human and statutory rights as employees;
- develop a notion of a worthwhile job in society;
- seek consensus and the ability to negotiate and compromise with others; and
- work within teams and foster the well-being of the group.

Craft, Design and Technology

Craft, design and technology provides opportunities for students to:

- discuss the design of environmentally safe technology;
- understand the consequences of technological advancement for society;
- consider the underlying values and morality of the use of certain technologies
- recognise the social impact of markets and goods;
- understand the needs of individuals and groups from different backgrounds in product design; and
- explore the political conflicts between the technological needs of individuals and groups.

Drama

Drama provides opportunities for students to:

- collaborate and co-operate with others in performance;
- understand and tolerate the points of view of others through role play;
- examine and explore relationships within community; and
- discover how they relate and fit in within their own community and society.

English

English provides opportunities for students to:

- understand the views, beliefs, opinions and feelings of others;
- express their own views, beliefs and opinions in an appropriate style;
- develop a sense of right and wrong by exploring the experiences of others;
- understand the sociability of human nature;
- understand and take account of audience and context;

- read how literature treats moral and political themes; and
- understand how literature contributes to the creation of a cultural identity.

Geography

Geography provides opportunities for students to:

- develop moral and ethical awareness in issues of equality, people, gender, race, culture and opportunities;
- understand cultural diversity and exercise respect and empathy for other peoples and societies;
- understand how societies work and appreciate our global interdependence and our need for sustainable development;
- experience field work outside of school to appreciate the physical and social context of communities;
- evaluate the consequences of actions for people, places and environments;
- understand the reasons for large-scale human migration; and
- explain and interpret social events among people and evaluate the political claims they make.

History

History provides opportunities for students to:

- broaden their experience of different peoples and cultures and appreciate the pluralist nature of our society;
- understand how values and human rights emerge within a society;
- analyse a variety of societal perspectives at both national and international levels;
- discuss the validity of evidence, motivations and opinions of people in different social, economic and political contexts;
- develop the ability to make value judgements and be familiar with the moral aspects of studying history;

- learn about the development of British democratic processes; and
- trace the development of citizens rights.

Information, Communication and Technology (ICT)

Information, communication and technology provides opportunities for students to:

- broaden their understanding of the global perspective; and
- link technology and its value to different ways of life.

Mathematics

Mathematics provides opportunities for students to:

- use logic in seeking proof for answers;
- compile, analyse and interpret statistical data, especially that relating to electoral systems and opinion polls; and
- use mathematics to solve real-life problems.

Music

Music provides opportunities for students to:

- experience emotion and moral purpose;
- enjoy an expressive art within a social context; and
- develop the social skills of listening.

Modern Languages

Modern languages provides opportunities for students to:

- learn social interaction in a new medium;
- study different cultures and lifestyles;
- explore alternative perspectives; and

- compare our society with different states in Europe, especially their institutions and political systems.

Personal, Social and Health Education

Personal, social and health education (PSHE) provides opportunities for students to:

- experience a range of different value perspectives on society and ethical issues;
- develop strategies for community involvement and service learning;
- enhance personal dispositions and positive attitudes; and
- understand the importance of tolerance and respect for others in a pluralist society.

Physical Education

- participate in games and teamwork which enhance collaboration and sociability;
- work together for co-operation and responsibility;
- become aware of the importance of their health and the health of others; and
- develop personal and group initiatives.

Religious Education

Religious education provides opportunities for students to:

- understand the idea of duty and responsibility;
- develop positive relationships and friendships;
- explore the meaning of conflict;
- broaden their self-awareness and knowledge;
- enhance their potential for membership of strong communities; and
- understand the importance of shared values within the community.

Science

Science provides opportunities for students to:

- understand the benefits and drawbacks of scientific development for society;
- discuss and consider the ethical considerations in science, such as medical ethics, genetic engineering and the environment; and
- understand life processes as they relate to human beings such as the promotion of health.

The School Council

The School Council now meets on a regular basis in the Conference Room. All members of the School Council are democratically elected by each of the School Tutor Group Representatives.

Each Tutor Group has two Representations who are democratically elected using a secret ballot and each Year Group has two representatives on the School Council.

Council meetings are attended by the Headteacher and/Deputy Headteacher . All meetings have an agenda and minutes are taken. All Year Representatives meet with their Head of Year and the Form Representatives to report back to all Tutor Groups.

The School Council has an annual budget. It is involved with many aspects of school life. Last year its members took an active part in staff interviews, organised fund-raising events and helped to introduce the 'Water is Cool' scheme into school.

The School Council enables teachers and students to share ideas on school improvement and enables students to take positive leadership roles in school.

The Council displays its minutes on its own notice board on the main corridor and members of the Council wear a badge which they designed.

Where are we now?

- initial audit of existing provision in Citizenship completed;
- schemes of work are being developed/reviewed within Faculties and Departments.
- a Citizenship co-ordinator has been appointed (Mr P Laskey);
- Mr Dick, (previous co-ordinator) has had meetings with subject leaders/Heads of Year to discuss and develop programmes of study;
- two half day training courses took place for Heads of Faculty/Department/Year;
- “National Healthy Schools” targets were set in 2002/3;
- attendance at courses for teaching staff;
- the School Council has been restructured to enable students to take a more active and positive role in school decision-making and improvement;
- Citizenship assemblies have taken place;
- meetings with Governors, Parents and Staff have taken place to explain Citizenship Education provision in school;
- Citizenship is included as part of the School Development Plan;
- all students received a PSHE/Citizenship Report in 2004;
- it has been agreed that all Tutor Groups will become involved in a Community/Charity/Environmental activity annually.

Citizen Development Plan 2004/2005

- 1 The Citizenship Co-ordinator to again meet with all Heads of Faculty/Department/Year in the Autumn Term to continue to review, develop and support Citizenship schemes of work.
- 2 To appoint a new Citizenship Co-ordinator before Easter 2005.
- 3 To continue to develop the role of the School Council.
- 4 To develop new “Healthy School” targets with a view to achieving the “NHSS logo award in 2004/2005.
- 5 To develop “Assessment and Recording of Citizenship (including students’ self assessment following discussions at Curriculum/Pastoral Committee and with the Citizenship/PSHE adviser.

Reporting and Assessment

Students will receive an annual record of achievement which will include a written report on the progress of students in PSHE/Citizenship. AT the end of Key Stage 3 a statement related to the end of Key Stage descriptions will be included in the annual Record of Achievement.

“working below the level expected

“working at the level expected

“working above the level expected

followed by statements based on Assessment Data.

Assessment

The assessment process will have two strands of assessment.

- contribution - to school activities, community activities, the home
- involvement in - in school based activities, eg Teams, clubs, societies, parents' evenings, etc

Assessment of classroom contribution will be through the standard documentation of the pastoral programme.

Attainment target for citizenship

End of key stage descriptions

The following descriptions describe the types and range of performance that the majority of students should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their students' attainment relates to this expectation. The expectation at the end of Key Stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

Key Stage 3

Students have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of how and why changes take place in society. Students take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

Key Stage 4

Students have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems. They obtain and use different kinds of information, including the media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society. Students take part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.

Citizenship Governor : Mr J Martin