



CITIZENSHIP POLICY

Author of Policy
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Date adopted by Governors/Academy
December 2014

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Signed on behalf of Governing Body

Reviewed
December 2014

ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

At All Saints Church of England Academy, Plymouth education in Citizenship is recognised as an essential part of the student's full educational entitlement. The values and ethos of the Academy are central to our Citizenship policy.

We believe that Citizenship education gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels and helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.

Citizenship promotes students' spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of the Academy, neighbourhood, community and the wider world.

Furthermore, Citizenship teaches students 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' [The National Curriculum Handbook for Secondary Teachers in England 1999 QCA/99/458 p183].

This policy aims to establish the principles for effective delivery of Citizenship education at All Saints Academy.

Purpose

The aims of Citizenship education at All Saints Academy are to enable young people to:

- gain knowledge and understanding about the basis of cultural heritage and the development of different communities;
- develop their self-confidence and decision making skills;
- enquire about differences, injustices, rights and responsibilities within their own and the wider community;
- gain an appreciation of the necessary part they play within the community of the Academy and how this is reflected in the wider community;
- learn about institutions, issues, problems and practices of our democracy.
- take an interest in topical and controversial issues and to engage in discussion and debate.
- play an active role in the life of the Academy, neighbourhoods, communities and wider society as active and global citizens.
- gain responsibility opportunities such as Academy council, peer mentors and other leadership roles.

Procedure

Citizenship education will be delivered according to the requirements of the National Curriculum programmes of study at Key Stages 3 and 4. [See Appendix 1]

- At Key Stage 3 Citizenship education is delivered in a variety of ways:
 - In Year 7 it is mainly delivered through the Skills Based Enterprise Curriculum, specifically Themes One and Four.
 - In Years 8 and 9 it is mainly delivered through History, Geography and Religious Studies.
- In addition, some key topics will be addressed during tutor time, through Flexible Fridays and assemblies.
- At Key Stage 4 Citizenship education is mainly delivered during tutor time and through Flexible Fridays.
- At both Key Stages Citizenship education is supported in all areas of the curriculum. This is monitored by cross-curricular audit.
- Opportunities for students to experience active involvement in decision-making in the Academy will be provided via the Student Council.

Assessment

It is a statutory requirement that Citizenship is assessed and reported upon.

A separate National Curriculum level will not be awarded in Year 7 in line with current practice for subjects covered within the Skills Based Enterprise Curriculum. In Years 8 and 9 assessments will be carried out through targeted National Curriculum Assessments at the end of each academic year when Level Descriptors will be used and targets set accordingly.

Progress within Citizenship at Key Stage 4 will be assessed by tutors and will be reported on at the end of Years 10 and 11 using the Level Descriptors.

Policy Links

- PERSONAL DEVELOPMENT Policy
- SRE Policy
- Drugs Education Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Race Equality Policy

Monitoring and Evaluation

The Citizenship Policy will be reviewed as part of the Academy's policy review cycle and in the light of national and local changes. The goals and projected outcomes, together with individual assessments made using the QCA Citizenship end of Key Stage statements will be used to assess the success of the policy. [See Appendix 2]

Consultation and associated feedback with staff, students and parents will inform the future development of this policy

Resources

A range of resources will be used including visiting speakers, theatre companies and trips/visits as appropriate.

APPENDIX 1

National Curriculum PoS for Key Stage 3: Citizenship

http://curriculum.qcda.gov.uk/uploads/QCA-07-3329-pCitizenship3_tcm8-396.pdf

National Curriculum PoS for Key Stage 4: Citizenship

http://curriculum.qcda.gov.uk/uploads/QCA-07-3330-pCitizenship4_tcm8-397.pdf

APPENDIX 2

Level descriptors for Citizenship

Level 1

Students ask questions about issues that are suggested to them. They share their ideas about these issues with others. They begin to recognise that all people have needs and wants. They identify some of the groups they belong to and recognise some similarities and differences between people. They take part in some of the decisions that affect them and their communities.

Level 2

Students ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others take.

Level 3

Students begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They recognise that in a democracy people have a say in what happens locally and nationally. They describe some of the rights and responsibilities people have towards each other and the environment. They describe some of the different features of their communities and how they are changing. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts.

Level 4

Students investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world, identifying how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities.

Level 5

Students use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They discuss their arguments clearly, giving relevant reasons for their views. They describe key features of the political and justice systems in the UK and consider what is fair and unfair to individuals and groups in different situations. They describe situations where rights and interests conflict. They give examples of how the UK is a diverse society and is interconnected with the wider world. They work with others to plan and carry out actions aimed at making a difference to the lives of others. They explain the impact of actions taken.

Level 6

Students decide on appropriate questions and research strategies to investigate issues affecting society. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape these. They develop structured and balanced arguments, challenging others' assumptions or ideas. They begin to compare democracy and justice in the UK and different parts of the world. They explain how different rights need to be protected, supported and balanced, drawing on examples from local to global contexts. They describe changing identities and communities in the UK and explain some of the political, social, economic interdependencies with the wider world. They present a persuasive argument for a particular course of action, giving reasons for their view. They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community and, after reflecting on the extent of their success, suggest what they might do next.

Level 7

Students use a range of research strategies and sources with confidence to explore issues affecting society. They select and evaluate relevant evidence to question different ideas and views including their own. They show understanding of the complexity of issues affecting different stakeholders in communities. They make reasoned and persuasive arguments, representing the different viewpoints, including those they do not agree with. They begin to evaluate the roles citizens can take in shaping decisions and holding those in power to account. They compare democracy and justice in the UK with different forms of government in the world. They weigh up the implications of issues for groups in society, including in situations where rights and obligations are contested or in tension. They analyse the reasons for change in UK society and its diversity, over time. They work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change for the common good. They evaluate the impact of their actions and suggest alternate approaches.

Level 8

Students carry out different types of research into a range of issues, problems and events and analyse how these affect groups and communities in different parts of the world. They make connections between information derived from different sources and their own experience in order to make perceptive observations and coherent arguments. They show a detailed understanding of democracy and justice, rights and responsibilities, identities and diversity, and how these change over time. They explore and question the ways in which justice, laws and governments operate in different places and evaluate how citizens use democratic processes and the actions they can take to bring about or resist change in society. They hypothesise alternative courses of action exploring the different implications of each. They work with others to put courses of action to the test and evaluate the impact and limitations of these for the wider community.

Exceptional performance

Students research complex issues and challenges facing society, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions. They present coherent, perceptive and compelling arguments. They take an overview of democracy and justice, rights and responsibilities, identities and diversity, and make sophisticated observations relating to the connections between them. They evaluate the impact and limitations of policies affecting communities [local to global] now and in the future and suggest alternatives. They debate challenging questions about the relationship between the UK and the wider world and the kind of society they as citizens would like to live in. They evaluate the approaches citizens can take to improve society through individual and collective actions, and democratic processes. They take a leading role in defining, negotiating and undertaking courses of action with others to address issues and problems in society.

APPENDIX 3

This will be the Citizenship Scheme of Work when it is completed.