

# Parkstone Grammar School



## CITIZENSHIP POLICY

DATE APPROVED	July 2023
APPROVED BY	Curriculum & Student Matters Committee
NEXT REVIEW	July 2024
TYPE OF POLICY	Non-statutory



# CITIZENSHIP POLICY

## WHAT AREAS ARE COVERED IN THIS POLICY?

This policy outlines the aims, objectives and commitment to Citizenship education in the school. The policy identifies where and how the provision meets the requirements of the national curriculum, as well as developing beyond this.

## SAFEGUARDING

Citizenship covers many sensitive and controversial issues. Teachers have to make students aware that the content of some lessons might cause distress and students must always respect individual viewpoints.

## LINKED POLICIES

- School Development Plan
- Collective Worship & Assemblies Policy
- Equal Opportunities Policy
- SEND Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Teaching & Learning Policy

## AIMS OF CITIZENSHIP PROVISION AT PARKSTONE GRAMMAR SCHOOL

“The purpose of Citizenship education in school and colleges is to make secure, and to increase the knowledge, skills and values relevant to the nature and practices of participatory democracy; also to enhance the awareness of rights and duties, and the sense of responsibilities needed for the development of students into active citizens; and in doing so, to establish the value to individuals, schools and society of involvement in the local and wider community’ - The Crick Report – QCA 1998.

- To help students to become informed, thoughtful and responsible citizens who are aware of their rights and duties
- To involve students positively, encouraging participation in school and community life – locally, nationally and globally and to see if they can ‘make a difference’
- To provide opportunities to discuss and address real-life issues
- To provide the knowledge and skills necessary for participation and evaluation
- To support inclusion and promote positive behaviour
- To promote greater integration of the social and ethnic groups within the school and wider community
- To relate the teaching of Citizenship to the specific needs of the school
- To conform to the requirements of the National Curriculum for Citizenship



## A STATEMENT OF THE DELIVERY OF CITIZENSHIP EDUCATION

**Key Stage 3:** Citizenship is delivered, where appropriate through specific subject content through Wellbeing sessions, tutor time activities including debate for the week, assemblies and other students (e.g. Youth Parliament).

By the end of Key Stage 3 pupils have been taught about:

- The political system of democratic government in the UK, including the roles of Citizens, Parliament and the monarch.
- The operation of Parliament including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the UK.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

(National curriculum in England: citizenship programmes of study for key stages 3 and 4)

**Key Stage 4:** Citizenship builds on the Key Stage 3 programme and is delivered through Core RP lessons, Work Experience, Wellbeing sessions, as well as an assembly and tutor programme including Debate for the Week (this will at times involve other students such as Youth Parliament).

By the end of Key Stage 4 pupils have been taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

(National Curriculum in England: citizenship programmes of study for Key Stages 3 and 4)



**Key Stage 5:** Citizenship is delivered through the enrichment programme, Wellbeing sessions and the assembly and tutor format referred to above. The aim of the programme is to build on the national curriculum framework from Key Stage 3 and 4, applying current events to concepts that have been delivered in earlier years. Students are also encouraged to inform each other. Students also study a specific lesson on British Values.

## **CITIZENSHIP OPPORTUNITIES**

There are many opportunities which will enhance students' "citizenship" experience and these include:

Key Stage Committee or Student Cabinet membership, being a Upper School Leader, House Captain, prefect, and/or working with the Youth Parliament for Poole. Students can participate in charity week activities, tutor group activities, form assemblies and school visits. They can be members of school teams and societies, hold positions of responsibility in form and school, participate in international exchanges and dedicated 'Citizenship days' off timetable.-

## **SMSC AND BRITISH VALUES**

SMSC and British Values are at the heart of the Citizenship curriculum. Pupils address key aspects of the suggested structure including but not limited to:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence.
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the
- locality of the school and to society more widely;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **RADICALISATION**

Parkstone Grammar School addresses the issue of radicalisation through its partnership work with the Police, the Local Authority and advice of The Prevent Duty (June 2015). All teaching staff and governors have received Prevent awareness training. Through the School's Citizenship and Wellbeing programmes, the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and acceptance of those with different faiths and beliefs are taught. These values are also prevalent through the promotion of the school's values.

## **CORE SCHOOL VALUES**

The 3 school values of commitment, courage and compassion are integral to the building of the understanding necessary for citizenship topics, as well as being able to represent their own views and play an active part in society challenging injustice.



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## **EQUAL OPPORTUNITIES**

The delivery of Citizenship allows for the promotion of the importance of equal opportunities both within school and nationally. The content also gives equal representation to a range of opinions for students to consider.

### **WHAT KEY ACTIONS IS THE SCHOOL TAKING TO ENFORCE THIS POLICY?**

The Assistant Headteacher responsible for Citizenship monitors and appraises the curriculum content to ensure that it deals with current issues and is relevant to students.

### **WHAT MUST EVERYONE DO TO UPHOLD AND ENFORCE THE POLICY?**

#### **Governors**

- Ensure that Citizenship is given a high priority in the school and is included in the strategic improvement plan if necessary.
- Governors should agree and approve the Citizenship Policy.
- Governors should monitor and evaluate Citizenship and the school's work to promote Citizenship education.

#### **Headteacher / LG**

- Formulate the draft Citizenship Policy
- Ensure a leadership structure is in place to promote Citizenship education.
- Report to governors on Citizenship education.
- Work with student, parents and if necessary, outside agencies to promote Citizenship.

#### **Staff**

- Staff should set an example in Citizenship.
- Staff should promote Citizenship and British Values within the school.

#### **Students**

- Students should promote values of Citizenship among themselves and in the wider community.
- Should contribute to the Citizenship programme when necessary.

#### **Parents**

- Parents should encourage Citizenship and British values.

### **HOW DO WE KNOW THIS POLICY IS WORKING AND IS BEING UPHELD?**

The Assistant Headteacher responsible for Citizenship monitors and appraises the curriculum content to ensure that key elements are incorporated, and being delivered to students effectively.

### **WHO SHOULD PEOPLE CONTACT IF THEY HAVE A QUESTION ABOUT THIS POLICY OR A SUGGESTION FOR IMPROVEMENT?**

The member of the Leadership Group responsible for Citizenship