



Name:	Citizenship Policy
Approved by:	Governors – TL & WB Committee
Policy Created:	2009
Date of review	3 years
Update Approved:	2012
All policies are available to stakeholders either on the school website or upon request from the school office.	

## INTRODUCTION

### **The Citizenship Policy is committed to and guided by the principles of:**

“How you understand citizenship education will determine the attitude you take towards it and how you try to incorporate it into your professional practice.” *Making Sense of Citizenship*, Citizenship Foundation, pg.1

Citizenship has been a statutory part of the National Curriculum since 2002 whereby schools have a statutory responsibility to teach the programme of study for Citizenship at key stages 3 and 4.

The principle justification for Citizenship education derives from the nature of democracy. Democracies need active, informed and responsible citizens - Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life, at local, national and international levels. In summary, an effective Citizenship education essentially equips the young person with the skills necessary for making sense of the world and their role in it.

Citizenship will benefit young people by giving them an active voice – in the life of their schools, in their communities and society at large and ultimately in the world. It helps young people to develop self-confidence through regular participation, interaction in group discussions and in community-based action, assisting them in becoming confident individuals who are able to live safe, healthy and fulfilling lives. It enables young people to make a positive contribution, becoming responsible citizens by developing the expertise and experience needed to claim their rights and understand their responsibilities, and preparing them for the challenges and opportunities of adult and working life. Citizenship education contributes to the holistic development of the pupils by encouraging them to become successful learners, who enjoy learning, making progress and achieving. It can thus be shown how Citizenship meets the aims of the National Curriculum.

Citizenship will benefit this school by helping to produce motivated and responsible learners, who relate positively to each other, to staff, and to the surrounding community, and who are keen to participate in and contribute to the life of the school.

Citizenship will benefit society, as it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

Citizenship has implications for the whole school and is relevant to all aspects of the curriculum. The nature of Citizenship education is such that it needs a certain kind of climate in which to flourish. For the pupils it needs to be an environment that is non-threatening and supportive, in which young people can express their opinions freely and without embarrassment and use their initiative without fear of failure. Citizenship needs to be understood by the staff and recognised and supported on both an individual and institutional level.

## PRINCIPLES



**The Citizenship Policy is committed to and guided by the principles of:**

The Citizenship policy should be seen as a working document which reflects current practice within the school and it is hoped that it will develop and change through consultation with staff, pupils and parents.

## PURPOSE

**The aims of this Citizenship Policy are to:**

Citizenship Education is not about trying to fit everyone into the same mould, or creating the 'model' or 'good' citizen. Citizenship Education is education *for* citizenship – that is, education which aims to help young people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy.

The Educational Reform Act of 1988 describes a balanced and broadly based curriculum as one that promotes 'the spiritual, moral, social and cultural development of pupils'. Opportunities for such development are embedded within the ethos and values of the school community, and Citizenship education has significant contributions to make to the spiritual, moral, social and cultural development of pupils, encouraging personal development in its fullest sense.

Citizenship should allow pupils to:

- Develop and express interest in topical and controversial issues
- Engage in discussion and debate
- Explore opinions and ideas other than their own
- Argue a case on behalf of others as well as themselves
- Speak out on issues of concern
- Develop knowledge and understanding to become informed citizens
- Develop rational and critical thinking skills to evaluate information and make informed judgements and choices
- Participate in decision-making
- Plan and participate in different forms of action
- Develop the confidence and conviction to work collaboratively
- Play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens
- Develop good relationships with others and respect the differences between people
- Develop confidence and responsibility, building self-esteem and maximising abilities
- Reflect on and review their learning and the consequences of their actions

## POLICY

**1. What is the Citizenship Entitlement?**

**1.1** Citizenship has been a statutory part of the National Curriculum since 2002 whereby schools have a statutory responsibility to teach the programme of study for Citizenship at key stages 3 and 4.

**1.2** There are three essential elements of Citizenship education which have been summarised below:

- **Key Concepts** – These are the core topics that underpin the study of citizenship and which pupils need to understand in order to deepen and broaden their knowledge, skills and understanding. They are Democracy and justice, Rights and responsibilities, Identities and diversity: living together in the UK.



1.3	<ul style="list-style-type: none"><li>▪ <b>Key Processes</b> – These are the essential skills and processes that pupils need to learn to make progress. They are critical thinking and enquiry, advocacy and representation, taking informed and responsible action.</li><li>▪ <b>Range and Content</b> - This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. It includes rights and responsibilities, law and the justice system, parliamentary democracy and government, freedom of speech and diversity of views with regards to the role of the media, influential action, conflict resolution, local and global communities, money and the economy.</li></ul> <p>True Citizenship education will give pupils knowledge about citizenship issues, provide them with activities to develop their citizenship skills and offer opportunities for students to become active citizens. At AGGS it is considered to be of chief importance that the acquisition and application of knowledge and skills feed into this third feature, whereby pupil participation and responsible action in response to their learning should be actively encouraged and supported. It is this ‘pro-active’ element that distinguishes Citizenship from any other subject and ensures that it genuinely fulfils its purpose and aim.</p>
2. 2.1	<p><b>How will Pupil Entitlement be Delivered?</b></p> <p>Citizenship learning takes place in three distinct areas in the life of an educational institution: through its taught curriculum, its culture and ethos, and its links with the wider community (these are increasingly known as the ‘three Cs’ of Citizenship: curriculum, culture and community). More specifically, the delivery of Citizenship at AGGS will be <i>primarily</i> by the following means:</p> <ul style="list-style-type: none"><li>▪ <b>A discrete, timetabled subject</b> – Citizenship is taught alongside PSHE in year 7 and 8, within year 9 PSHE and Citizenship both have discrete timetabled time. Citizenship and PSHE and Enterprise are taught alongside one another at key stage 4 within both year 10 and 11. Year 7, 8, 10 and 11 will have a one hour lesson in every eight-day cycle of the timetable, whereas year 9 have one hour lesson for Citizenship and one hour lesson for PSHE. These lessons are taught by a team of, wherever possible, specialist teachers who have an interest in or show expertise in particular Citizenship topics. The team is lead by a Citizenship subject specialist. Citizenship is distinguished from PSHE by its focus and content. PSHE focuses on personal and inter-personal decision-making, while Citizenship deals with public policy and the community. PSHE concerns pupils’ choices as private individuals, Citizenship with their choices as citizens – e.g. applying for a job is a personal issue, the minimum wage is a citizenship one; drinking is a personal issue, the law on alcohol use is a citizenship one. There is a central core of learning – factual and conceptual – not addressed in other school subjects and therefore unique to Citizenship. Furthermore, Citizenship takes a distinctive approach to learning through its emphasis on active involvement; pupils are given opportunities in Citizenship both to develop their learning and to put it into practice in ‘real life’ situations. The Edexcel GCSE Short Course in Citizenship is offered to Year 11 pupils.</li><li>▪ <b>The School Council</b> – This is an excellent vehicle for imparting the concepts of the need for rules, the democratic process and accountability. It is also an excellent opportunity for responsible community involvement. The school council comprises representatives from all year groups and from all forms, and year groups meet regularly throughout the term to share proposals and feedback raised by the form groups and are accountable to a designated member of the Leadership Team and their Head of Year. Through the school council pupils have:<ul style="list-style-type: none"><li>○ Contributed in an effective manner to school policies such as the Behaviour Policy</li><li>○ Supported the school’s aim to become an Eco-school</li><li>○ Supported the school’s healthy eating campaign</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>○ Informed the choice of new resources for the whole school</li> <li>○ Been involved in the process of elections and learned how to represent the views of others</li> <li>○ Learned to debate, negotiate and compromise, as well as taking on a variety of responsibilities</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Special events and extra-curricular activities</b> – There are a vast range of events and extra-curricular activities taking place in AGGS throughout the academic year. Many of them are direct examples of Citizenship in action although they may not always be recognised as such – e.g. Young Enterprise, UR Voice: Amnesty International Group, Model United Nations, Charity Committee, Comenius Project, Sponsored Walk, Year 11 Prefects, Year 12 and 13 Peer Mentors, to name but a few.</li> <li>▪ <b>Collapsed timetable days or events from experts in the field</b> – Citizenship topics are occasionally explored through full or half days away from pupils' usual timetables. Pupils should be involved in the preparation and organisation of these activities wherever possible. Certain off-timetable activities will be arranged in advance, whereas other events depend upon the successful development of partnership work in the community and therefore require some flexibility in arrangements.</li> <li>▪ <b>Form, Year and Upper and Lower School Assemblies</b> – All year groups have weekly form, year and upper/ lower school assemblies. During these assemblies pupils and staff are encouraged to prepare and present assemblies; the topic of the assembly can vary from a current news story to a particular interest of the individual or group presenting. In the past these assemblies have had a strong Citizenship focus; as SEAL (Social and Emotional Aspects of Learning) is increasingly being developed and delivered to all key stages the emphasis of these assemblies is changing to support the SEAL programme and other PSHE-related issues. However, Citizenship topics are still presented in some of these assemblies. Form teachers are updated every half term about the different Citizenship and PSHE linked events that are taking place throughout the world during the school year. These can help form the basis of discussions and debates within form time however also encourage active Citizenship.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>3.</b>	<b>How will Citizenship attainment be assessed?</b>
<b>3.1</b>	There exist two types of assessment: assessment <i>of</i> learning ( summative) and assessment <i>for</i> learning ( formative). The former is likely to be most familiar to teachers and takes the form of end of unit tests, exams or coursework. The latter directly involves the pupils in the process of their own learning and is on-going and formative. This type of assessment helps to evaluate and ensure pupils are making adequate progress within the lesson. Assessment for learning can use techniques based on self-assessment, peer-assessment and using techniques such as the learning box and pair and share. In a subject like Citizenship, the underlying emphasis should be on assessment <i>for</i> learning rather than assessment <i>of</i> learning.
<b>3.2</b>	Summative assessment however is important within Citizenship and has been evaluated and new systems put in place from 2012.
<b>3.3</b>	There are three essential elements of Citizenship in which pupils should develop: Key Concepts, Key Processes, and Range and Content. Ofsted guidance has emphasized that schools must seek to ensure that pupils: <ul style="list-style-type: none"> <li>▪ have access to the knowledge and understanding about becoming informed citizens and are able to articulate this</li> <li>▪ have the opportunity to develop skills of enquiry and communication and that they successfully do so</li> </ul>



	<ul style="list-style-type: none"> <li>have the opportunity to develop skills of participation and responsible action and that they successfully do so.</li> </ul>
<b>3.4</b>	Citizenship attainment will be assessed through a process of self-assessment, peer-assessment and teacher assessment. All assessments are written by the HOD to ensure a rigorous and consistent approach to Citizenship Education. The assessments have all been written in conjunction with the Citizenship level criteria and pupils are given the marking schemes to increase their opportunities of achieving the highest grade but also to ensure they take responsibility for their own learning.
<b>3.5</b>	Attainment is to be measured using the QCA eight-level scale in Citizenship. The primary function of levels in Citizenship, as in all subjects, is to offer an end of key stage judgement.
<b>3.6</b>	The leveling process occurs approximately twice a term.
<b>3.7</b>	Pupils store their assessment marks in the Citizenship progress tracker at the front of their books to ensure they know where they are at and what progress they are making.
<b>3.8</b>	The GCSE Citizenship classes are involved in Citizenship Progress Tracker Interviews. A document has been created by the HOD whereby students record answers to various questions during a progress interview with their teacher. This occurs every 6 weeks and helps to highlight any needs or problems and allows the teacher to implement any intervention strategies that are deemed necessary.
<b>3.9</b>	Teachers of Citizenship will comment on pupil progress in Citizenship in their interim and end of year reports to parents.

<b>4.</b>	<b>Pupil Voice 2012</b> <b><u>GCSE Citizenship Group</u></b>
<b>4.1</b>	<b>What do you enjoy most about GCSE Short Course Lessons?</b> <i>"When we relate the course to real stories like the Stephen Lawrence case, and discuss opinions on what we have learnt and cases." Millie</i> <i>"Fun lessons with lots of practical work but also fun activities and debates. We get good practice at exam questions and essays too." Ravail</i>
<b>4.2</b>	<b>Why do you think GCSE Citizenship is important?</b> <i>"Because we need to learn about the world we live in and how it is run and also how the government and laws are put in place to help us have a better life." Millie</i> <i>"Because I have learnt what rights and responsibilities I have which has resulted in me being more powerful, knowledgeable and successful in my arguments." Zoe</i> <i>"It makes us aware of our surroundings and ensures that we will become good global citizens of tomorrow." Sanjana</i>
<b>4.3</b>	<b><u>Year 11 General Citizenship &amp; PSHE</u></b> <b>What do you enjoy and Citizenship &amp; PSHE lessons?</b> <b>What makes Citizenship and PSHE different from other lessons?</b>
<b>4.4</b>	<b><u>Year 10 General Citizenship &amp; PSHE</u></b> <b>What do you enjoy and Citizenship &amp; PSHE lessons?</b> <i>"I enjoy learning about the government, laws and other general information about the world I live in." Hamna 10-2</i> <i>"Guest speakers are interesting, there are some relevant topics that will be useful in life and the lessons are taught with enthusiasm." Sian</i>



*"Learning about global dilemmas." Anon*

**What makes Citizenship and PSHE different from other lessons?**

*"We do a lot more group work and discussions. Also we learn more factual information that is important for everyday life." Hamna 10-2.*

*"We are learning skills rather than topics, which are more useful for life outside school." Sian.*

*"Citizenship is generally more interactive and I enjoy sharing and listening to opinions on controversial topics." Anon*

*"We can say how we feel, there are no right or wrong answers." Zainab H.*

**Year 9 Citizenship**

**What do you enjoy and Citizenship lessons?**

*"We are treated like adults, everyone in the form is involved in class discussions, no one is made to feel bad about their opinions." Rowena – 9-3*

*"I like the topics, They are interesting and factual and intriguing. The teacher makes the information come across in a clear and understandable way." Becky 9-3.*

*"I like discussion when we represent different parties and practical work." Emma 9-3*

*"What we learn is actually going to help us for certain." Anon*

**What makes Citizenship different from other lessons?**

*"In citizenship we can learn about how to become an active member in our community and we learn about things that will help us in future life." Ally 9-3.*

*"The lessons are serious, but made in a fun way. I look forward to Citizenship and PSHE lessons, because the teacher makes you feel relaxed, and you feel like you have your own opinion." Becky 9-3.*

*"We are treated like adults and special individual people with good ideas and opinions." Rowena 9-3.*

**Year 8 Citizenship & PSHE**

**What do you enjoy and Citizenship & PSHE lessons?**

*"Because it is a study of life and it will actually happen in real life." Anna 8-2*

*"I like learning about my local community and how to improve it. I like talking about topics and discussing in groups." Megan 8-2.*

**What makes Citizenship and PSHE different from other lessons?**

*"It is time to free ourselves and learn how to handle problems." Jemima 8-2.*

*"Everything we learn we can apply to our lives and it actually makes us think." Madeleine 8-2.*

*"You can speak your mind." Emily 8-2*

*"Citizenship lessons are different from any other lesson because everyone has their own say in what they think is right or wrong." Phoebe 8-2.*

**Year 7 Citizenship & PSHE**

**What do you enjoy and Citizenship & PSHE lessons?**

*"To show us that children matter and how we can vote. We have a say." Amelia 7-6*



	<p><i>"We can talk freely and openly." Aisha 7-6</i></p> <p><i>"Discussing things, learning more, learning about the community and sharing ideas." 7-6 group.</i></p> <p><i>"The atmosphere and circle time." Sophia 7-6.</i></p> <p><b>What makes Citizenship and PSHE different from other lessons?</b></p> <p><i>"You get to share your opinions and feelings." Anna 7-6.</i></p> <p><i>"We have circle time and big group discussions." Holly 7-6.</i></p> <p><i>"You do fun stuff like circle time and hear other people's views." Hannah 7-6.</i></p>
<b>5.</b>	<b>Previous years Pupil Voice Comments 2008- 2011</b>
<b>5.1</b>	<p>As well as giving you another half GCSE, the citizenship course is really fun. It gives you a really good understanding and awareness of the world, your own community and how everything works in society. The class work is never boring and the course topics create interesting discussions within the class. The coursework also gives you an insight into particular issues in your local community and it feels really good to know you might be making a difference to the problem through what you are doing.</p> <p><i>Bethany Richards, GCSE class of 2008</i></p>
<b>5.2</b>	<p>The reality is, Citizenship is not just about a half GCSE on 'how to be a good citizen'. The 'doss lessons' we were hoping for turned out to be a project on impacting peoples' lives [...] We had to choose a topic about which we felt strongly. What other subject tells you to not just think outside of the box but change the entire shape of the box? [...] We are no Martin Luther King but we had a dream, we thought how to get there, and we made an impact.</p> <p><i>Lydia Al-Hassani, Rebbie Webb &amp; Bekki Spours, GCSE class of 2009</i></p>
<b>5.3</b>	<p><b>We sent questionnaires to supermarkets and made a booklet with the responses telling people about their animal rights policies.</b></p> <p><i>Lucy Hall and Zainab Chaudhri</i></p>
<b>5.4</b>	<p><b>We made a myspace site to promote animal rights and start up discussion about how people feel on the topic.</b></p> <p><i>Holly Walmsley, along with Candice Fathy, Jenny Johnson, Jennie Lynch &amp; Ella Thorpe</i></p>
<b>5.5</b>	<p><b>We dressed up and surveyed 100 people around Manchester to find 75% of people were against animal testing. We interviewed Lush and the Body Shop to obtain info on their animal rights policies.</b></p> <p><i>Sarah Walker, along with Gabriela Helm, Molly Deakin &amp; Abbie Cox</i></p>
<b>5.6</b>	<p><b>We presented in an assembly and we had a catwalk using fake fur items of clothing with a slideshow of animals that are killed for their fur and included thought-provoking pictures.</b></p> <p><i>Antonia Cheng, along with Dinithi Hennayake &amp; Yan Qin</i></p>
<b>6.</b>	<b>Some comments from Year 7</b>
<b>6.1</b>	<p>I think that Citizenship is a very good subject because it gives pupils a chance to develop their sociability and a chance to have a say. People learn how to respect others' feelings and thoughts. Pupils learn how to widen their thoughts and creative minds. It helps us learn about how our country became so strong and why our country is like this. It helps us know about the systems that we use and how intricate society is.</p> <ul style="list-style-type: none"><li>▪ <b>I enjoy working in partners and working with people that we don't really know as much – we can get to know them better.</b></li><li>▪ I enjoy doing activities like collecting pictures of 'Britishness'.</li><li>▪ <b>I like learning about different peoples' cultures and learning about immigration and border control because it relates to everyone.</b></li></ul>



# Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

	<ul style="list-style-type: none"><li>▪ I like Citizenship because we get to do a lot of group work and at the same time you are learning things. I think there should be more debates.</li><li>▪ <b>I like all the activities we do in Citizenship such as learning about British people and doing collage because they are fun! And tasting fair-trade products.</b></li><li>▪ In Citizenship I would like to have more videos and interactive games to engage everyone and help everyone to understand what the lesson is about.</li><li>▪ <b>I have really enjoyed Citizenship lessons and I thought we could have some debates and maybe even a trip out for the afternoon selling things or helping the community!</b></li></ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Responsibility

<b>Responsible Staff</b>	Mrs Bowyer
<b>Policy administrator</b>	Mrs Ogunmyiwa
<b>Approving body</b>	