

CITIZENSHIP PROCEDURE

National Curriculum Framework

The framework for Citizenship is delivered through three strands at Key Stage 3 and 4:

- Knowledge and Understanding about becoming informed Citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action

Citizenship is an entitlement for all students. It is taught as a discrete subject, as a cross curricular subject and through whole school projects

- At Key Stage 3 students have 3 topics to cover within their Citizenship time, these being PSHE, Citizenship and RE. Each module lasts for 9 weeks, 3 lessons of 1 hour each fortnight. Classes are taught as mixed ability tutor groups.
- At Key Stage 4 students have 4 lessons a fortnight to cover the subject content for Citizenship, Enterprise Education and PSHE. RE is taught in one lesson a fortnight and all students are entered for the GCSE short course. Citizenship is taught via the ASDAN Key decisions programme and is assessed mainly through key skills.
- At Key Stage 5 'AS' Critical Thinking is compulsory for all students as part of their core enrichment. Students have 3 lessons each two weekly cycle. The County agreed requirements for RE are included within this course

Responsibility

The PSHE co-ordinator is responsible for the planning and implementation of Citizenship. Staff include 2 specialist RE teachers and a Head of Year. Non-specialist teachers are likely to be teaching the subject from September 2003.

Key people consulted in the development of this policy

- Young people across the Key Stages
- Parents
- Staff including Year Heads and SMT
- Connexions
- Governors

Training

Training has been provided for members of staff to become more familiar with the requirements for Citizenship. The knowledge has been passed on via department meetings. Courses are available and staff are encouraged to go depending on funds available.

Methodology

In Year 9 students follow an 18-lesson programme of Citizenship as a discrete subject. This is based on liaison with the middle schools and a decision about how to divide up Key Stage 3. Subject material includes: Rights and Responsibilities, Prejudice and Discrimination, Young People and Crime/the Law and Society projects

At Key Stage 4 students cover: Making our Opinions Matter/Learning to Debate, Making and Upholding Laws, Rights and Responsibilities, Creating a Fair Society, Making a Difference, Understanding the Media, using Scarce Resources, Trading with Europe, Managing Money, Being an

Active Citizen. Schemes of Work have been written for these modules of work and take into consideration those provided by QCA.

Specialist staff teach the work. We use a variety of different teaching methods including group work, circle time, role play, peer teaching, quizzes, the use of ICT, discussion and debates, presentations to the class and story boards. The work is supported by presentations from outside speakers, the opportunity to take part in extension activities and curriculum visits.

How sensitive moral, social and political issues are to be addressed

Dealing with potentially controversial areas - Students will be prepared and taught how to deal with such issues knowledgeably, sensibly, tolerantly and normally. Staff will ensure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Parents will be informed about topics that are to be covered and about specific events that the school is offering.

Assessment

Students and staff will use a variety of different methods to track the assessment of Citizenship. In the discrete lessons students will be assessed according to the school marking policy and they will carry out their own self-assessment at the end of each module. Across the curriculum students will carry out their own self-assessment of the topic chosen for the Literacy focus. In tutor groups, students will keep a record of achievement for their active Citizenship work. In the future it is our intention to develop the Progress file to include a portfolio of Citizenship activities.

Reporting and Recording

Students receive an annual report to parents, which includes Citizenship as a discrete subject. This provides a judgement based on the end of key stage description. The group tutor comment also supports this comment by adding something about Citizenship in its broader sense.

Visiting Speakers

A range of speakers are invited in to the school to enhance the work that we do. There is a policy for visitors into school. Speakers include: Prison Service, Police, Magistrates, School nurse, Health Promotion – Contraception, Samaritans, Youth Workers, Stroke Association, Careers Service, Connexions.

Ethnicity

Equal opportunities will be provided for each individual child, regardless of race, disability, culture, gender or ability.

Special Needs

Work is differentiated for the students who take part in the lesson. Special programmes are set up for those who do not – this includes Compact Club, student support packages and speakers who are invited in to deal with smaller groups requiring more 1:1 attention, i.e. Contraception, Prison Service, Connexions Personal Advisors at annual reviews.

ICT

ICT is written into the schemes of work. It serves to provide students with opportunities to increase their knowledge, learn how to use search engines more effectively, present work in an alternative way and as a way of communicating with other people. Use of it in the subject very much depends on the availability of computers.

Literacy and Numeracy Across the Curriculum

We have used the Literacy strategy to ensure that Citizenship is covered across the school as well as a discrete subject. Each department has highlighted a specific piece of work that they are using as their Citizenship focus. Key words for Citizenship are highlighted to students and are displayed in each room.

Numeracy has been audited across the subject and we have been able to highlight areas that use numeracy skills.

The Wider Curriculum

The school aims to develop Citizenship as more than just a subject. There is:

- an organised programme of fundraising, both in tutor groups, subjects and whole school
- active year and school councils across the school
- the opportunity to take part in the annual UKYP (UK Youth Parliament), 'Wight to be Heard' and MUNGA (Model United National General Assembly) events
- involvement in the Special Olympics
- recognition for those taking part in the Millennium Volunteers programme
- an annual Celebration evening
- a programme of community events in Student Support
- Intergeneration day
- a whole school policy for rewards
- Global rock
- a Peer listening scheme for Sixth Form to get involved in
- the APAUSE project
- the opportunity for students to influence school policy by being part of the focus groups i.e. drugs education, the environment and bullying
- a crime awareness day for all Year 9 students, run by the Prison Service
- a day when Trading Standards come in to school to work with Year 9 students on the law, safety and their rights
- regular work with the Rotary Club i.e. about shelter boxes

Working with Parents

Parents have been consulted in the writing of this policy. It is our aim to ensure that they see the relevance of Citizenship across the school and the importance of it in developing the young people in becoming well balanced, rounded individuals who will express their feelings confidently and appropriately. It is hoped that they will also see the value of it in improving the attainment and well being of the school.

Citizenship will be included in the induction talk to parents via the Headteacher and the Group tutor. The Parent Consultation group (CHIPS) will be used to share information and plan relevant subject content for the students.