

Citizenship Policy

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Policy Owner: Deputy Headteacher Pastoral

Governing Body Responsibility: Welfare Committee

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Kesteven and Grantham Girls' School

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1. Introduction

Citizenship education at KGGS is recognised as a necessary part of a young person's full educational entitlement.

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

It should engage students at the following three inter-related levels:

- Gaining knowledge and understanding about becoming informed citizens.
- Developing skills of enquiry and communication.
- Developing skills of participation and responsible action.

2. Aims:

The aim of citizenship education in this school is to enable all students to:

- Gain knowledge and understanding about the basis of cultural heritage and the development of different communities, through a cross curricular input and community involvement.
- develop their self confidence and decision-making skills
- enquire about the 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 school and how this is reflected in the wider community

Learn about institutions, issues, problems and practices in our democracy and gain a wider understanding of the concept of British Values which are:

1. democracy
2. the rule of law
3. individual liberty
4. mutual respect
5. tolerance
6. responsibility

[School inspection handbook - GOV.UK](https://www.gov.uk/school-inspection-handbook)

3. Objectives

Citizenship education will be delivered according to the requirements of any current National Curriculum programmes of study at all Key Stages. By the end of Key Stage 4, students at this school should:

- Have a broad knowledge and understanding of the topical events that 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
- Show understanding of how the public gets information, how opinion is formed and expressed, including through the media, and how and why changes take place in society.
- Take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.
- In addition, specific aspects of the programmes are included in the schemes of work.

4. Entitlement

Learning about Citizenship and British Values is part of the curriculum at Key Stages 3, 4 & 5.

5. Implementation

Citizenship is provided through PSHE, Religious Education, Personal Development lessons and other cross-curricular lessons. It is reinforced by visiting speakers, Theatre in Education groups, 'Thought for the Day' activities, assemblies, Educational visits and other broader curriculum opportunities including those linked to the school's House systems.

Responsibility for the implementation of this policy lies with all subject teachers, overseen by SLT, Heads of Year and Head of Religious Education. Additionally, however, it must not be overlooked that many aspects of a student's environment and experiences have their part to play in the development of citizenship, and the encouragement of self-discipline and shared values. In planning the delivery of the scheme of work, account is taken of three different factors affecting the student's environment, experiences and development of Citizenship. These factors are the family, the school community and the broader community.

6. The Family

The school and student's family must work together to develop and reinforce a sense of citizenship. We aim to encourage an understanding of the nature of family life in all its forms:

- By stressing the importance of the family for physical and spiritual well being, parenthood, child development and the fulfilment of emotional and physical needs
- By making students aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, imprisonment and financial difficulties.

7. The School Community

The school helps to promote citizenship by:

- Creating and promoting a caring ethos which promotes the social and moral aspects of citizenship
- Encouraging caring attitudes and a desire to participate in events happening in the world around them

- Recognising and valuing the contributions made by the students and other members of the school community (one of the opportunities for students to experience active involvement in decision-making in school is provided via the student council)
- Encouraging close working relationships between staff and students
- Encouraging and practising mutual respect, tolerance and open-mindedness, using positive management of behaviour in an environment of mutual respect, which allows students to feel safe and secure and promotes their self-esteem
- Direct teaching of citizenship and addressing citizenship issues in other subjects.
- Actively creating opportunities to engage in the democratic process which underpins British life.

8. The Broader Community

Events, organisations and individuals from the wider community have much to offer in the development of Citizenship. For example, all form groups organise charity events throughout the year, from non-uniform days and cake stalls to the whole school Christmas Fayre. Students participate in voluntary work in a range of fields such as charity shops, care homes for the Elderly and veterinary practices.. Local police officers and nurses visit the school and the students host many other visiting speakers. Many students take part in exchange visits to France, Germany, Spain and Japan and the Duke of Edinburgh scheme available to all of its students. Students are also offered the opportunity to take part in the National Citizenship Scheme in Year 11.

By involvement in the broader community, the students should:

- Develop political literacy and an understanding of political systems
- Learn about how schools, unions, firms, multinational companies, banks, pressure groups and international organisations operate
- Understand their roles and responsibilities and know about democratic, moral and legal rights etc.
- Learn about and pursue some of the many opportunities they have to involve themselves responsibly and effectively in the local community

The teaching of Citizenship education will:

- Involve both active and interactive strategies within the classroom
- Include a variety of media in order to present issues
- Involve cross agency working
- Recognise the different ways in which students learn
- Take into account these different learning styles
- Include individual, group and whole-class teaching as and when appropriate.

9. Supporting documentation:

National Curriculum in England: Citizenship programmes of study for KS3&4 2014

Related School Policies

Curriculum policy

Equality and Diversity policy

Educational Visits policy

Special Educational Needs policy

Careers Education and Guidance policy

Use of Form Time (Including Acts of Worship)

8. Configuration History

Version:	Date:	Author	Contributors
1.0	June 2008	Assistant Headteachers Pastoral (Learners & Learning)	Citizenship Planning Group
1.1	March 2010		
1.2	June 2010	Assistant Headteachers Pastoral (Learners & Learning)	
1.3	June 2011	Assistant Headteachers Pastoral (Learners and Learning)	
1.4	July 2013	Assistant Headteacher Pastoral (Learners & Learning)	
1.5	July 2015	Deputy Headteacher Pastoral (Learners & Learning)	
2.0	July 2017	Deputy Headteacher	
3.0	July 2019	Deputy Headteacher	Mrs T Doig – Assistant Headteacher
4.0	June 2021	Deputy Headteacher	Mrs S Macpherson Assistant Headteacher

Audit trail of change

Version	Date	Reason for Change
1.0	June 2008	Policy Review
1.1	March 2010	Policy re formatted
1.2	June 2010	Policy Review
1.3	June 2011	Policy Review
1.4	July 2013	Policy Review
1.5	July 2015	Policy Review
2.0	July 2017	Policy Review
3.0	July 2019	Policy Review
4.0	June 2021	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	June 2021	