

CITIZENSHIP POLICY

Why do we need a policy?

Citizenship Education became a statutory requirement at Key Stages 3 and 4 in September 2002. This policy is intended to formalise the existing good practice within the school and outline how the programme of study is to be delivered and assessed.

The Aims of Citizenship Education

The second aim of the National Curriculum is to promote spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Citizenship Education contributes to this aim by ensuring that all pupils:

- know their rights and responsibilities.
- can analyse and discuss significant issues.
- develop an understanding of how society works.
- have an opportunity to play an active role in society and make a difference.

What is included in the programme of study?

Citizenship Education has three strands:

- Knowledge and Understanding
- Skills of Enquiry and Communication
- Skills of Participation and Responsible Action

The Programme of Study has been built around what was already current good practice.

How is Citizenship delivered?

- By discrete provision for Citizenship through timetabled lessons throughout Key Stages 3 and 4
- Through identified opportunities in a range of other curriculum subjects.
- Through Assemblies
- Through whole school and suspended timetable activities e.g. Year 9 Industry Day, Year 10 Work Experience Programme, Sponsor Day, Sports Day, Y8 involvement in York Central Project leading to Y7 Geography/Citizenship Day, Question Time with our local MP for Y10 etc.
- Through opportunities for pupils' involvement in the life of the school and the wider community e.g. School Council, charity fund raising, involvement in local youth forum, participation in extra curricular sporting and performing arts events etc.
- Through the ethos of the school e.g. our home school agreement, our rewards and sanctions policy, our key rules etc.

Assessment and Reporting of Citizenship

At the end of key stage 3 we are required to assess pupils' attainment in Citizenship. This will be done within the discrete timetabled Citizenship lessons. Assessment at the end of Key stage 4 is not statutory.

Our approach to assessment will as far as possible focus on what pupils have achieved in each of the three strands of Citizenship Education and will involve pupil self assessment. It is important that pupils are not branded as "good" or "bad" citizens.

The end of Key Stage assessment in Year 9 is based on the QCA description. This states that by the end of KS3 most pupils:

- have a broad knowledge and understanding of the topical events 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.

Pupils will be assessed as working towards, achieving or working beyond these descriptors. We will assess against each descriptor individually as it is likely that a significant number of pupils will be achieving at different levels across the three descriptors.

We are required to report annually to parents on progress in Citizenship. This will be done through the discrete lesson in a report using both self assessment as well as teacher comment. Pupils will be encouraged to comment on their relevant achievements across the whole curriculum.