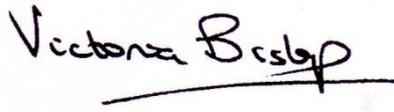




Sir Christopher Hatton Academy

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Title	Citizenship Policy
Reviewed	July 2017
Next Review	July 2019
Associated Policies	<ul style="list-style-type: none">• Overall curriculum policy• Equal opportunities• School visits• Inclusion• Special educational needs• Community experience• Work experience• Student councils• Lifeskills Policy (Personal and Economic Wellbeing)• SMSC
Originator	K Gunn
Approved	



Contents

1. Introductory Statement.....	3
2. Aims.....	4
2.1 Citizenship Education aims to ensure all students:	4
2.2 The aim of citizenship education in our academy is to enable young people to:.....	5
2.3 Aims and Objectives – Social and Moral Responsibility	5
2.4 To respect different ways of life, beliefs, opinions and ideas, students should:	5
2.5 Aims and Objectives – Political Literacy	5
2.6 Aims and Objectives – Responsible Community Involvement.....	6
3. The Academy Community	6
3.2 The broader community.....	7
4. The delivery of Citizenship Education.....	7
4.1 The teaching of citizenship education will:	7
5. Evaluating the Citizenship Policy.....	8
Appendix 1	9



1. Introductory Statement

At Sir Christopher Hatton Academy Citizenship education 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 gives students a sound knowledge and understanding of how the UK is governed, its political system and how actions participate actively in its democracy system of government.
- 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 an effective part in the life of their academy, neighbourhoods, communities and the wider world by developing an interest in volunteering as well as other forms of responsible activity.
- It 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 develops a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE state: "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs".

This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

The Trust and each academy promotes the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

It also encourages the use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.



We will aim to:

- enable students to distinguish right from wrong and to respect the civil and criminal
- enable students to develop their self-knowledge, self-esteem and self-confidence
- encourage 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
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage 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.

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It should engage young people at the following three interrelated levels

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

2. Aims

2.1 Citizenship Education aims to ensure all students:

- Acquire a sound knowledge and understanding of how the UK is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

2.2 The aim of citizenship education in our academy is to enable young people 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 their 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 our school and how this is reflected in the wider community
- Learn about institutions, issues, problems and practices in our democracy

2.3 Aims and Objectives – Social and Moral Responsibility

To foster a sense of fair play, including respect for the law and the rights of others, pupils should:

- Know about their own and other's legal rights and responsibilities (including Health and Safety) which underpin society and the role and operation of the criminal and civil justice systems

2.4 To respect different ways of life, beliefs, opinions and ideas, students should:

- Know about their own culture and society and value their own cultural identity
- Be aware of and celebrate cultural diversity, showing respect for cultures other than their own
- Understand that people, cultures, countries and the environment are interdependent at all levels, and the related implications such as the repayment of Third World debt and the need for sustainable development
- Know about the origins, and understand the implications of, the diverse national, regional, religious and ethnic identities, societies and cultures in the UK
- Be aware of the principal ways in which different people interpret the World
- Discover how people in different times and places have reacted to the kinds of issues with which they have been faced
- Be aware that even in this country there is a huge range of living standards and life experience, with many not sharing the advantage of having carers in stable employment and sufficiency in household income

2.5 Aims and Objectives – Political Literacy

To foster an appreciation of democracy and the democratic process, pupils should:

- Understand the purpose and procedures of Parliament, the Government and the courts in making and shaping the law



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- Understand how the economy operates, including the role of individuals, businesses (including financial services) and the government. Students should be particularly aware of how the public services are financed, and be aware of the opportunities to contribute to those services
- Understand the electoral system and the importance of playing an active part in it – including voting
- Be aware of opportunities and difficulties for individuals and groups (local, national and international) to bring about social change at all levels
- Understand the UK's relations with other countries, especially with the European Union, Commonwealth and United Nations

To foster an appreciation of how opinion is moulded by different sections of society, students should:

- Understand the role of the media in society, including the Internet, particularly how it can provide information and affect public and personal opinion
- Understand the importance of a 'free press' and the conflicting demands placed upon it by different sections of society and shareholders
- Ideas open to discussion and debate like in parliament.

2.6 Aims and Objectives – Responsible Community Involvement

To have a constructive interest in community affairs, students should:

- Understand that human society is constantly changing
- Understand that we now live in an interdependent global community and that their own lives are linked with those of people throughout the world
- Understand the major political, economic, environmental and social implications and responsibilities of an interdependent global community
- Be aware of other societies and different ways of organising society
- Be able to consider, in a global context, issues which affect them personally
- Be able to involve themselves constructively in affairs and issues which go beyond their immediate lives and concerns, e.g. by participating responsibly in school or community-based activities
- Be able to work together to bring about constructive and positive change, to achieve sustainable development, and a more just world in which power and resources are more equally shared

3. The Academy Community

The academy can help to promote citizenship by:

- Creating and promoting a caring ethos which promotes the values-related, 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
- Encouraging close working relationships between staff and students



Sir Christopher Hatton Academy

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- Encouraging and practising mutual respect, tolerance and open-mindedness, using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
- Understanding the Prevent strategy challenging extremist ideas and ideology
- Direct teaching of Citizenship and addressing Citizenship issues in other subjects

3.2 The broader community

Events, organisations and individuals from the wider community have much to offer in the development of Citizenship. By using the community students should:

- Develop political literacy and an understanding of political systems
- Know 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

4. The delivery of Citizenship Education

Citizenship education will be delivered according to the requirements of the National Curriculum programmes of study at Key Stage 3-4. The main aim will be to ensure that students reach, according to their ability, the levels of understanding as stated in the National Curriculum descriptors for Key Stage 3 as stated in the revised National Curriculum orders.

Please see Appendix 1 for Subject Content.

In addition, specific aspects of the programmes are included at a cross curricular level including within in the schemes of work for history, geography, religious education, Lifeskills and English.

The community involvement section of the citizenship education programme is delivered via Active Citizenship participation. This includes single events for year groups; whole academy events; individual participation. The House System also promotes Active Citizenship.

Opportunities for students to experience active involvement in decision-making in the Academy will be provided via the student council.

4.1 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



5. Evaluating the Citizenship Policy

The evaluation of the policy will take account of issues such as the following:

- Does the policy provide an underpinning for what is taught in the whole framework of citizenship?
- Do the citizenship lessons and the wider experience of citizenship available through the school reflect the tenets of the policy?
- Does the funding provide the effective delivery of the policy?



Appendix 1

Department for Education Citizenship programmes of study – key stages 3 and 4

National Curriculum

Subject content

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, 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 United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- 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.

Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be 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



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

- 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 his or her 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.