



**embrace
challenge:
expect
excellence**

THE DEANES

CITIZENSHIP POLICY



WORKLOAD IMPACT ASSESSMENTCHECKLIST

This policy conforms to the following statements:

- The school has an agreed system to monitor the workload and working hours of teachers and the headteacher.
- The policy complies with and is consistent with the teachers' contractual entitlements.
- The policy and any related procedures were introduced following consultation with the relevant staff.
- The policy and any related procedures include a specific statement regarding workload impact.
- The policy has been piloted/ trialled to enable an assessment of workload impact to be made.
- The impact of the policy and related procedures is that they have not added additional hours of working.
- The policy does not duplicate any other existing policy.
- All policies have been reviewed in order to assess whether any are outdated and unnecessary.
- The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
- Implementation of this policy will not result in any additional meetings/ activities that have not been identified within the school calendar, published and revised in consultation with relevant staff.
- All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
- The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.

THE DEANES CITIZENSHIP POLICY

1. Aims and objectives

1.1 PSHE and Citizenship are taught as separate subjects which together with Religious Studies (RS) and other subjects across the board contribute to the development of pupils as citizens. Tutor time and assemblies play a key role in focussing students on current affairs as well as traditions, rights and responsibilities. Personal, social, health and economic education (PSHE), citizenship and RS enable students to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of personal, social and health education and citizenship are to enable students to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

2. Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, helping at open evening, involvement in an activity to help other individuals or groups less fortunate than themselves.

We also offer Prince's Trust to KS 4 pupils where sessions are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from different organisations whom we invite into the school to talk about their role in creating a positive and supportive community.

3. Curriculum planning

3.1 The Citizenship Co-ordinator in liaison with other staff and professional agencies will devise a suitable scheme of work for KS3 and KS4 Citizen and RS option group to ensure all aims and objectives of the course are achieved.

3.2 We teach citizenship in a variety of ways. In some instances topics are covered by the tutors in tutor groups and assemblies (all Key Stages). In other areas e.g. sex education, we teach PSHE, RS and citizenship within year groups as discrete subjects.

3.3 PSHE and citizenship is also taught through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments while the content of texts in English encourages discussions around the topic of social and moral obligations.

3.4 We also develop citizenship through activities and whole-school events, e.g. fund raising and charity events; the school council meet twice a term to discuss school matters. We also organise Challenger days in the third term, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

4. Teaching citizenship to children with special educational needs

4.1 Citizenship is taught to all children, whatever their ability. Citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

4.2 We look at a range of factors for example, classroom organisation, teaching materials, teaching style, and differentiation, so that we can differentiate to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

4.3 We enable pupils to have access to the full range of activities involved in learning in citizenship. Where children are to participate in activities outside the classroom, for example a charity walk, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment and recording

5.1 Citizenship teachers assess the children's work in citizenship by making informal judgements as they observe them during lessons as well as homework and a more formal assessment. The pupils are given the opportunity to reflect on their own progress.

6. Resources

6.1 We keep resources for citizenship in a folder on the shared area with textbooks, DVDs and artefacts in a central store. We also use a range of appropriate websites.

The PSHE and Citizenship policy should be read in conjunction with the other school policies:

- Anti-Bullying
- SMSC

Signed by:

**Chair of the Curriculum
Committee:** _____

Headteacher: _____

Date: 24th January 2017