

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



Citizenship Policy

LAST UPDATED	(by) School & Community	(date) Nov 2011
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POLICY TYPE	
REVIEW FREQUENCY	

RESPONSIBLE	
Management Team	
Governing Committee	

At Newlands we create confident and responsible young women equipped with the skills they need for the twenty first century. We empower all students to realise their potential as part of a community committed to lifelong learning.

Newlands Girls' School

Citizenship Policy

The school will facilitate pupils in gaining the knowledge, skills and understanding to help them play an effective role in society. Pupils will learn about:

- socially and morally responsible behaviour
- the benefits of becoming helpfully involved in their communities, including the workings of our democracy

This policy is reinforced by many other School Policies, particularly those concerned with PSHEE; Spiritual, Moral, Social & Cultural Education; Sex and Relationships and Drugs Education.

Pupils must have the opportunity to acquire knowledge to develop a respect for facts and the truth so that they are able to understand their own values. Citizenship is about empowerment, relationships, rights and responsibilities. It is also about social systems, their structures and the forces of social change and developing an awareness of the right to equal treatment for all.

Aims and Objectives

The teaching of Citizenship will ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry, communication, participation and responsible action. The depth of study will vary according to need and school priorities.

Citizenship lessons and other activities will be used to encourage all students to play a more active role in school events and within the local, national and global community.

The lessons will provide students with the knowledge and understanding of the following:

- the basis of our cultural heritage;
- the practices of our democracy;
- the development of different communities;
- the differences, injustices, rights and responsibilities within their own and the wider community.

Citizenship activities will be aimed at helping students develop their self-confidence and decision making skills.

Modes of Delivery

Many aspects of a child'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 scheme of work and the delivery of Citizenship, account is taken of three different factors affecting the child's environment, experiences and development of citizenship:

Factor 1: THE FAMILY

The school and a pupil's family must work together in developing and reinforcing 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 pupils aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, terms of imprisonment and financial difficulties

Factor 2: THE SCHOOL COMMUNITY

Extensive opportunities are provided for all students to develop into confident and responsible young women equipped with the skills they will need for the twenty-first century.

The school aims 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 pupils and other members of the school community
- encouraging close working relationships between staff and pupils
- 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
- direct teaching of Citizenship through timetabled PSHEE and Citizenship lessons and addressing Citizenship issues in other subjects

Factor 3: THE BROADER COMMUNITY

Events, organisations and individuals from the wider community have much to offer in the development of Citizenship. By using the community the pupils could be able to:

- 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

Organisation

The Citizenship Co-ordinator, together with the Heads of Year, will organise the Citizenship programme. They will have due regard to issues of continuity and planned progression, ensuring the materials used are appropriate to the age and understanding of the students.

The Citizenship Co-ordinator will ensure the schemes of work devised for Key Stages 3 and 4 include periodic opportunities for assessment to inform annual reporting to parents and end of Key Stage 3 summary assessment.

Citizenship will be delivered according to the requirements of the National Curriculum programmes of study at Key Stages 3 and 4.

All students will have discrete Citizenship lessons, timetabled as an hour per fortnight. These will be taught by students' Form Tutors, following the schemes of work. Themes to be covered include democracy, justice and rights and responsibilities.

The Citizenship Co-ordinator will invite appropriate, approved and experienced outside speakers to deliver aspects of citizenship. Speakers will be fully briefed and involved in the evaluation process.

Created

Signed

Review date ...November 2011....