

TRADITIONAL VALUES, CONTEMPORARY ASPIRATIONS, CREATIVE CURIOSITY



INVESTOR IN PEOPLE

MALET LAMBERT SCHOOL
POLICY STATEMENT
CITIZENSHIP

Complete by:	FPE/CHO
Consulted with staff, pupils and parents:	
Consulted with SLMT:	
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Introduction

At Malet Lambert School, education in Citizenship is recognised as an essential part of the young person's full educational entitlement. Our aims for Citizenship stem from school aims 4 and 10:

- 4: "We prepare pupils for their future lives as Citizens, workers and lifelong learners".
10: "We promote respect for our school, our local and global environment, and through this we encourage everyone to become guardians of our future".

The aim of Malet Lambert School is to meet the needs of all pupils and encourage them to achieve their full potential. In delivering the Citizenship programme, it is intended that the school will provide its pupils with a wealth of positive experiences, which will enhance their self esteem and develop their understanding and experiences of Citizenship. This supports the view of the former Secretary of State for Education:

"Education in citizenship and democracy will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society."

The rationale behind Citizenship is that it:

- Helps pupils to become informed, thoughtful and responsible citizens who are aware of their rights, responsibilities, duties and freedoms and about laws, justice and democracy.
- Promotes spiritual, moral, social and cultural development, making them more self confident and responsible both in and beyond the classroom.
- Addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination.
- Equips young people with the knowledge, skills and understanding to play an effective role in public life.
- Encourages young people to take part in decision-making and different forms of action and encourages them to play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.
- Teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities, and pupils' ability to reflect on issues and take part in discussions.
- Allows pupils to engage in discussion and debate about topical and controversial issues.
- It should engage pupils at three interrelated levels:
 - (i) Gaining knowledge and understanding about becoming informed citizens
 - (ii) Developing skills of enquiry and communication
 - (iii) Developing skills of participation and responsible action

Aims of Citizenship Education:

Learning and undertaking activities in Citizenship at Malet Lambert School contributes to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The Delivery Of Citizenship Education

Citizenship education will be delivered according to the requirements of the National Curriculum programme of Study at Key Stages 3 & 4. At Malet Lambert School, the Citizenship programme of study is delivered in the following ways:

- Within the National Curriculum subjects;
- Lessons delivered during Form Period time;

In addition, the participation strand of the Citizenship programme of study will further be provided for in the following ways:

- An effective School Council
- Peer Counselling scheme
- Fund raising across the scheme
- Continued close links with Kingston Upon Hull City Council and the Hull Youth Council
- The National Healthy School Standard
- Guest Speakers.

This provision will require the involvement of visitors and external groups working with the pupils, together with members of staff from the school.

Citizenship within National Curriculum Subjects

Specific aspects of the programmes of study will be included in the schemes of work of various subject departments within the school. Citizenship lessons will be identified and explicitly taught to students as Citizenship. Each Citizenship lesson or sequence of lessons delivered through the medium of a National Curriculum subject will be assessed and recorded on Citizenship assessment sheets. These will be placed in the pupil's portfolio file for use by the form period teacher when reporting on students' progress in Citizenship.

Citizenship within the Form Period Programme

Major Citizenship themes and experiences that are not covered within National Curriculum subject lessons will be planned into the form period programme, which occurs as a rolling programme of study for one hour a week, and delivered and assessed according to the requirements of Citizenship. At Malet Lambert School, Citizenship will be delivered in themed lessons. Work in these modules will be assessed throughout the year and at the end of the year students complete the Citizenship Self-Assessment. These will be maintained in the pupil's portfolio file for use by the form period teacher when reporting on students' progress in Citizenship. Opportunities for pupils to experience active involvement in decision-making in school will be provided via the School Council.

The teaching of Citizenship education will:

- Involve active and interactive strategies within the classroom;
- Involve a variety of media in order to present the issues;
- Involve working with different agencies;
- Recognise the different ways in which pupils learn and take into account these different learning styles;
- Include individual, group or whole class teaching as appropriate.

Controversial Issues

School aim 1(b) states:

“The school curriculum actively promotes pupils’ spiritual, moral, social and cultural development.”

Due to the nature of Citizenship, and its emphasis on topical issues, controversial issues will have to be dealt with. At Malet Lambert School, pupils will be taught about and prepared to deal with such controversial issues knowledgeably, sensibly, tolerantly and normally. This supports the recommendations of the Advisory Group on Citizenship, chaired by Professor Bernard Crick.

Assessment

The assessment of Citizenship using has been a legal requirement from September 2002. The first end of key stage assessment took place in summer 2004.

Currently there are no levels specified in the national curriculum and only a single attainment statement for each key stage. These statements should provide the goal towards which the students work, and at the end of KS3 is equivalent to NC level 5 or 6.

- There is a legal requirement to assess students in relation to the Attainment Target at the end of KS3. There are no levels specified in the national curriculum and only a single attainment target for each key stage. Pupils should be assessed as working towards, working at or working beyond the attainment target. The teacher with responsibility for delivering the form tutor programme (normally the tutor) should make this assessment based on the pupil’s portfolio, self assessment and discussions with the pupil. There is no statutory requirement for end of Key Stage 4 assessment.
- Schools must report on students’ progress annually. At Malet Lambert, the teacher who delivers the form period lesson will complete this report. This should be based on the pupil’s portfolio, self assessment and discussions with the pupil. Students complete a Citizenship review at the end of each academic year.

The introduction of national curriculum levels for assessment of year 7 in 2009 means that end of unit modules assessments are being developed based around self, peer and teacher assessment.

Assessment is central to effective teaching and learning. As with all other national curriculum subjects, assessment is important because:

- (i) Teachers and students can be clear about progress being made;
- (ii) Teachers can be clear about the aims and effectiveness of their lessons;
- (iii) Students understand why they are doing an activity and what they are aiming for;
- (iv) Progress through the modules can be planned
- (v) Progress can be reported to students and parents.

Malet Lambert believes that the assessment of Citizenship should be flexible and varied. It is also important that pupils are aware that they are studying Citizenship – particularly when it is being delivered through another national curriculum subject. Pupils will be assessed using a variety of methods, including projects, group work, presentations and discussions. They will be encouraged to evaluate and review their progress in Citizenship and become involved in self and peer assessment.

The main aim will be to ensure that pupils reach, according to their ability, the levels of understanding as stated in the National Curriculum descriptor at the end of their Key Stage, which are as follows:

“By the end of Key Stage 3 most pupils:

- 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 its 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.”

“By the end of Key Stage 4 most pupils:

- Have a comprehensive knowledge and understanding of the topical events they study; the rights and responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems.
- Obtain and use different kinds of information, including the media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society.
- Take part effectively in school and community-based activities, and show a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.”

Monitoring and Evaluation

This Citizenship Policy will be subject to ongoing development and review by the Pupil Development Team and the Senior Management Team, in order to make amendments in the light of local or national changes.

Citizenship modules taught during form period time will be evaluated by both pupils and staff once they have completed the themed lessons. The PSHCCE co-ordinator will use the evaluations to inform future planning of Citizenship.

The person responsible for monitoring and evaluating this policy is Charlie Ockford/Franc Pecora.
