



# TIBSHELF COMMUNITY SCHOOL

## Citizenship Policy (Including PSHE) (Tibshelf Policy)

POLICY STATUS	DATE	CHAIR OF COMMITTEE	MINUTE No
Agreed by Full Governors	2007		
1 <sup>ST</sup> Review by CC	21/09/11	S Byrne	CC/11/29b
1 <sup>st</sup> Ratification by Full Govs	09/11/11	J Beckingham	GB/11/61
2 <sup>nd</sup> Review by PP	29/03/12	L Baldwick	PP/12/16b
2 <sup>nd</sup> Ratification by Full Govs	25/04/12	J Beckingham	GB/12/22.6
3 <sup>rd</sup> Review by CC&S	11/03/15	Allison Beckett	CCS/15/10
Ratified by Full Governors	29/04/2015	Shaun Byrne	GB/15/22
Approved by TL+C	27/04/2016	Louise Cheung	TLC/16/15
Approved by TL+C	01/03/2017	Allison Beckett	TLC/03.17-04
Approved by Curriculum	14 Feb 2018	Justin Hawley	C/02-18/11
Approved by Curriculum	13 Feb 2019	Justin Hawley	CC/02.19-07

Review Period: 1 year



## Purpose of Study:

A high-quality Citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, Citizenship education should foster students' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare students to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.

## Aims

The national curriculum for Citizenship aims to ensure that all students:

- Acquire a sound knowledge and understanding of how the United Kingdom 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
- Develop an interest in, and commitment to, volunteering that they will take with them into adulthood
- Are equipped with the financial skills to enable them to manage their money on a day-to-day basis and plan for future financial needs

## A statement on 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 and 4. The main aim at Key Stage 3 will be to ensure that students reach, according to their ability, the levels of understanding stated in the National Curriculum descriptor for the end of Key Stage 3 which is as follows: -

## **Attainment Targets**

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject Content**

### **Key Stage 3**

Citizenship education will develop students' understanding of how the United Kingdom is governed and the rights and responsibilities of its citizens.

Students will be taught about:

- How the political system of the UK has developed as a democracy, including the role of 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 functions and uses of money, the importance of personal budgeting and managing risk

### **Key Stage 4**

Teaching will build on the key stage 3 programme of study to deepen students' understanding of how the United Kingdom is governed, as well as other forms and systems of government.

Students will 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
- 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 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
- Income and expenditure, credit and debt, insurance, savings and pensions, as well as a range of other financial products and services

The programme of study will be delivered through the SMSC Weekly Programme, assemblies, **six** Drop down Days as a whole school approach. This will involve:

Whole School activities. For example:

- School Council work
- Kick Racism out of Football
- Bolsover Youth Council
- Global Citizenship; School links with Sri Lanka, Mumbai and Namibia
- Derbyshire Youth Forum
- Whole School Elections to coincide with national and local elections
- Fundraising; as a minimum, three non-uniform days linked to national, local and school issues

### **Assessment and Recording:**

Students will have individual folders where they will keep any work that has been completed throughout the year. During Drop Down Days staff will give verbal and written feedback where available. At the end of the year students will take part in an evaluative assessment that will check their knowledge.

### **Statement on Monitoring and Evaluation**

This policy will be monitored annually by the Citizenship Co-ordinator and member of Senior Management overseeing Citizenship. Additions, deletions or amendments will be made to the document in the light of national or local changes.

## **Personal, Social & Health Education**

The programme of study will be delivered through the SMSC Weekly Programme, assemblies, **six** Drop down Days as a whole school approach

### **Why do we teach Personal, Social & Health Education?**

This school is committed to investing in our students' health and well-being and by doing this we assist the process of raising the students' achievements.

Personal, Social & Health Education (PSHE) helps to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Therefore PSHE underpins our school ethos.

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own self-worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

### **What is PSHE?**

PSHE includes drugs, relationship & sex education.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about a safe & healthy lifestyle based on accurate information
- Learning about seeking appropriate help & advice
- Learning about their community and the society of which they are a part
- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing students' understanding of rules and laws

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values

- Exploring attitudes and values towards drugs, drug use and drug users

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Exploring the risks and consequences of their own and others' actions & choices
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self-image
- Learning about themselves
- Learning about playing a positive and active role as citizens

### **How PSHE is provided**

1. Through other curriculum areas delivering aspects (eg Science, Drama, English/Literacy etc.)
2. Assemblies/Drama workshops, visiting speakers
3. Pastoral support for students who experience difficulties
4. By the provision of appropriate information through leaflets / websites / books / posters displayed throughout school
5. Delivery in response to incidents

### **Teaching Methods & Resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. Which is regularly updated through CPD opportunities.

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion

Active learning methods, which involve children's full participation, will be used.

PSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. A visitor, such as a school community nurse, does at times supplement the PSHE curriculum as a planned event with the teacher present.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the teacher in charge of Citizenship for advice and support.

### **Teachers will also follow the following guidance:**

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the students of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way that encourages positive participation
- Students may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

### **Equal Opportunities**

The school's programme of study for PSHE is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their particular needs.

To achieve this, the school's approach to PSHE will take account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

The school also recognises the need for extra, targeted work with vulnerable students.

### **Assessment & Recording**

We believe that effective assessment and recording is an essential and integral part of all aspects of the school curriculum. We also recognise that the PSHE curriculum brings its own special requirements.

We will therefore take this approach to assessment and recording that:

- Uses needs assessment as a planning tool
- Uses clear lesson-based learning objectives against which to assess and record short-term activities and work done
- Has longer term approaches that allow for reflective teacher, self and peer evaluation set against personal and individual growth targets

### **Monitoring and evaluation**

The programme is regularly evaluated by the teacher in charge of PSHE. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

**Policy Links**

Safeguarding

Confidentiality

Science

Food

Drugs Education

Physical Activity

Behaviour

RSE

External Contributors