



Pendle Community High School & College Citizenship Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of Citizenship. The policy draws together National Curriculum (NC) guidelines and statutory requirements for Key Stages 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of learning for Personal Social Health and Economic Education which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School, citizenship is embedded into the school's varied curriculum, the wider enriched curriculum, assemblies and the various culture capital opportunities available. This supports pupils to mature and develop into individuals with their own experiences, thoughts and opinions. Pupils will become more independent, self-confident and learn about the wider world and global interdependence. They will further develop their sense of social justice and moral responsibility and begin to understand that their choices and behaviour can affect local, national or global issues, political and social institutions.

Citizenship education helps to provide pupils with knowledge, skills and understanding and by encouraging them to take part in school and community activities they will be supported to become active members of their community. The curriculum aims for pupils to become young citizens with some understanding of environmental issues and current affairs such as homelessness, refugees and charities. They will explore the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

The Citizenship curriculum aims to ensure that all pupils get opportunities to

- begin to develop a knowledge and understanding of how the United Kingdom is governed, its political system and how citizens can participate actively in its democratic systems of government.
- begin to 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.
- begin to develop an interest in and be supported to participate in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.

- begin to consider and discuss relevant political questions at an appropriate level.
- begin to learn how to manage their money on a day-to-day basis and develop some skills to be involved in planning for their future financial needs.

The approach to Citizenship as a subject at Pendle Community High School, aims to ensure that all pupils get opportunities to gain knowledge and skills to provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Lesson content must be realistic, relevant and aims to reinforce positive social standards. Citizenship is also purposefully embedded across the curriculum and through the positive pastoral relationships which develop pupils' knowledge, skills, attitudes and understanding, so that each learner has opportunities to achieve their potential.

Cultural capital

The citizenship policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the citizenship curriculum is supplemented with a range of activities designed to enrich the learning experience of all pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visiting outside speakers.
- Working with local and national community partners delivering workshops e.g. Their MP - virtual tour of the Houses of Parliament, virtual tour House of Lords.
- Visit to and by the Mayor.
- Visit to local banks.
- Whole school events e.g. Safer Internet Day, Remembrance Day, charity events, assemblies.
- First Aid training.
- Fundraising.
- Whole school celebrations i.e. Coronations, Royal Weddings etc.

Implementation

Citizenship at Pendle Community High School is planned throughout the year to include annual events, current affairs and to consider aspects of life such as the police, laws, parliament, the monarch, function of money and human rights. Existing knowledge is checked before each new topic assuring that teaching is planned accordingly from the pupils' starting points. The cyclical nature of the curriculum means that the majority of these topics are repeated annually to ensure pupils can achieve depth and progression in their learning.

Citizenship lessons provide a safe and supportive learning environment for pupils to begin to develop the confidence to ask questions, challenge the information they are offered, express their views and opinions, listen to other perspectives and begin to develop social awareness and responsibility.

Independent learners are encouraged to be inquisitive, ask questions and work independently. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging discussion and teamwork.

Supported learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are cyclical, multi-sensory and are supported through structure and routines.

Pupils will be taught:

- 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
- 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.

Meeting the needs of all pupils within Citizenship

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within citizenship e.g., pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Using personal approaches, teachers can devise activities in all areas of Citizenship, which are explicitly planned at the appropriate level of need and ability for all learners,

At Pendle Community High School & College the statutory guidance identified in the National Curriculum programmes of study for citizenship have been adapted to ensure that coverage is appropriate for the needs of all learners.

Time Allocation / Cross-Curricular Links

The subject of citizenship provides pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Speaking and listening to each other, sharing own experiences and opinions. Discussions and oracy.
Numeracy	Recognising coins and the uses of money, number songs related to counting, numbers sequencing forwards and backwards. Role-play banks and shops, exchanging coins for items looking at the cost of setting up homes adding up money amounts, looking at the financial implications of having a baby. Fundraising for charities.
Digital Literacy	Creating a PowerPoint presentation linked to laws e.g. alcohol, smoking etc. Independent research exploring topics. Looking at how the media influences lifestyles. Using the iPad / camera to record work.
Cooking	Making cakes for Macmillan, healthy lifestyles and hygiene
Science	Care of the environment. Healthy lifestyles
Geography	Global issues, news issues, recycling and environmental issues.
Careers/ Voc Ed	Exploring a career choice that matches their strengths
RE	Exploring what is right and wrong, laws and commandments

Citizenship is embedded into the cultural capital of the school embracing every opportunity to support students to engage with the events of the world around them, from local elections to the platinum jubilee.

Impact

As a pupil progresses through the school, they develop an understanding and appreciation of the concept of being an active citizen. The knowledge taught in citizenship activities are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving their enquiry and oracy skills. Some pupils will become more confident in expressing views and opinions of topics and events in the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school and educational visits which provide opportunities for further relevant and contextual learning.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning
- model the teaching of citizenship
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of citizenship
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the citizenship curriculum has a positive effect on all pupils with SEND
- ensure that the citizenship curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the citizenship curriculum.
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in citizenship
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. lifting heavy equipment boxes and conducting risk assessments for the subject and associated educational visits.


Appendices:

1. Annual overview citizenship map

Links with other policies

- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

Policy updated:	September 2024
Policy approved by governors:	October 2024
Review Date:	September 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	