



Sponsored by Academy Transformation Trust

Citizenship (including SRS)

Adopted	October 2014
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*

RATIONALE

At The Hathaway Academy, citizenship education as well as SMSC (Spiritual, Moral, Social and Cultural) development is recognised as a necessary part of a young person's full educational entitlement:

- It gives students the knowledge, skills and understanding to play an effective role in society at local, national, and international levels.
- It helps students to become informed, thoughtful, and responsible citizens who are aware of their rights and responsibilities.
- It promotes students' spiritual, moral, social, and cultural development; making them more self-confident and responsible both in, and beyond, the classroom.
- It encourages students to play a helpful part in the life of their schools, neighborhood's, communities and the wider world.
- It also teaches students about our economy and democratic institutions and values and promotes community cohesion by encouraging respect for other national, religious, sexual and ethnic identities and disabilities.
- It develops students' ability to reflect on issues and take part in discussions.
- Citizenship education is an intrinsic part of a student's SMSC development and is therefore an integral part of both the academic and pastoral curriculum.

It should engage young people at the following inter-related levels:

- Gaining knowledge and understanding about becoming informed citizens.
- Developing skills of enquiry and communication thereby taking responsibility for their own learning and respecting their learning opportunities.
- Developing skills of participation and responsible action.

AIMS

The aim of Citizenship education in our Academy is to enable young people to:

- Gain knowledge and understanding about the basis of cultural heritage and the development of other communities through a cross-curricular input and community involvement.
- Develop their self-confidence and their decision making skills.
- Enquire about the differences, injustices, rights and responsibilities within their own and the wider community.
- Gain an appreciation of the necessary part they play within the community of our Academy and how this is reflected in the wider community.
- Learn about institutions, issues, problems and practices in our society.

At The Hathaway Academy citizenship is taught within the Social & Religious Studies curriculum, the same strands of Citizenship. SMSC strands are covered within the pastoral curriculum as well as in discrete subjects.

TARGETS

To ensure that students reach, according to their ability, the levels of understanding as stated in the National Curriculum descriptor for the end of KS3 which is as follows:

By the end of KS3 students will:

- 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 information, how opinion is formed and expressed, including through the media, and how and why changes take place in society.
- Take part in Academy and community based activities, demonstrating personal and group responsibility in their attitudes to themselves and others'.

By the end of KS4 students will:

- Have a comprehensive knowledge of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector and the civil and criminal justice, legal and economic systems.
- Obtain and use different kinds of information, including the media, to form and express an opinion.
- Evaluate the effectiveness of different ways of bringing about change at different levels of society.
- Demonstrate personal and group responsibility in their attitudes to themselves and others.

At KS4 students have an opportunity to opt to study Religious Studies at GCSE. The community involvement section of the citizenship education programme will be delivered through dedicated community events organised by the Religious Studies subject area, and also through related activities of a cross curricular nature. Opportunities for students to experience active involvement in decision-making in school will be provided in a variety of ways including the Student Leadership Teams.

The teaching of citizenship will:

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

Evidence of provision:

Both the academic and pastoral curriculum are required to evidence where both citizenship education and SMSC development are incorporated into the curriculum delivery through their schemes of learning and individual lesson plans the monitoring and evaluation of which will be carried out by the Co-ordinator.

Policies linked to Citizenship Policy

- Curriculum Policy
- Equal Opportunities
- School Visits
- Special Educational Needs
- Business & Community Relations
- Careers Education & Information
- Sex & Relationships Education

Monitoring & evaluation

The citizenship education policy is to be used as a measure of success in the quality, presentation and delivery of citizenship in the school in the first instance, this will be carried out by the Co-ordinator and the ALT Line Manager.

This policy will be reviewed annually by all members of the Academy community to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

(Policies: Citizenship & SRS)