



# CALLINGTON COMMUNITY COLLEGE (ACADEMY TRUST)

## CITIZENSHIP POLICY

### Aims

At Callington Community College the aims of Citizenship education are to enable all young people to become:

- Successful Leaders
- Confident Individuals
- Responsible Citizens

It contributes significantly to community cohesion.

### Rationale

Citizenship forms part of the National Curriculum statutory orders for Key Stage 3 and 4. It is at the heart of the delivery of the five outcomes of Every Child Matters as set in the Children's Act 2004.

Citizenship gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. We encourage our students to play a positive role in contributing to the life of the college and wider community and in doing so encourage links with their neighbours and community partners. Citizenship education at Callington Community College promotes the spiritual, moral, social and cultural development of our students. We teach our students about the economy and democracy and ensure they experience the process of democracy through the Student Council and Year Committees. We encourage them to think about and respect different national, religious and ethnic identities as well as their rights and responsibilities. Citizenship education develops students ability to reflect on issues and take part in discussion, so helping to develop their self-esteem and confidence.

### Key Concepts

- Democracy and Justice
- Rights and Responsibility
- Identities and Diversities: living together in the UK.

### Key Processes

These are the essential skills and processes in citizenship that students need to learn to make progress.

### Critical Thinking and Enquiry

Students should be able to:

1. Engage with and reflect on the different ideas, opinions, beliefs, and values when exploring topical and controversial issues and problems.

2. Research, plan, and undertake enquiries into issues and problems using a range of information and sources.
3. Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

## **Advocacy and Representation**

Students should be able to:

1. Express their own opinions to others through discussions, formal debates, and voting.
2. Communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action, and debate.
3. Justify their argument, giving reasons to try and persuade others to think again, change and support them.
4. Represent the views of others, with which they may or may not agree.

## **Taking Informed and Responsible Action**

Students should be able to:

1. Explore creative approaches to taking action on problems and issues to achieve intended purpose.
2. Work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring change or resist unwanted change, using time and resources appropriately.
3. Analyse the impact of their actions on communities and the wider world, now and in the future.
4. Reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

## **Provision**

Citizenship is delivered through a whole college approach which includes a combination of:

- ❖ Discrete citizenship provision, with approximately 1½% of the timetable being dedicated to Citizenship lessons, which equates to half a lesson per week.
- ❖ Cross-curricular provision, within and through other subjects, curriculum areas and courses.
- ❖ Collapsed timetable citizenship events involving a whole year group – i.e. Year 8 Citizenship Week in November.
- ❖ An option course at KS4 in volunteering (ASDAN CVQ levels 1&2).
- ❖ Volunteering and extra-curricular activities such as the Student Council, Lions International, Fairtrade, charity fundraising, Amnesty International, Leadership Development and involvement in the community.

## **Teaching and Learning Styles**

Our college recognises that students are more likely to become active citizens if their learning experiences have enabled them to take responsibility for their own learning. Teachers are encouraged to use a range of active learning methods which allow students to explore topical issues through lessons, college life and community involvement.

Teachers use a range of teaching and learning styles that include students in discussions, enquiries and problem-solving activities. We encourage students to take part in a range of practical activities that promote active citizenship e.g. the planning of Citizenship events such as an assembly or an off-timetable Citizenship day, charity fundraising, or involvement in Student Council. Students also contribute their opinions on issues such as healthy eating and college values.

## **Dealing with controversial and sensitive issues**

At Callington Community College, we recognise that due to the nature of some of the content of the Citizenship programmes of study, that students may sometimes ask a difficult question or express a controversial view. Teachers are trained to establish ground rules in the classroom and use group work techniques to ensure both they, and the students, are comfortable in the classroom environment.

## **Assessment, Recording and Reporting**

Assessment needs to provide a view of the whole learner.

In Citizenship assessment should be based on the attainment QCA Levels of attainment for Citizenship and the end of key stage descriptions for Key Stage 3 and 4, which include:

- ❖ Student's knowledge and understanding, of aspects of the programmes of study, for example, of the topical events they study, and of political structures and processes.
- ❖ Students' skills development, enquiry, communication, participation and action, for example, how effective they are in colleges and community activities, and the degree of responsibility they demonstrate.

Assessment in Citizenship is carried out using a variety of methods such as self-assessment, peerassessment, group assessments and teacher assessments (extended writing, research tasks, presentations, discussions).

It is based on wide evidence, not individual pieces of work.

At the end of Key Stage 4 some students prepare a portfolio for ASDAN at Level 1 or 2. At the end of Key Stage 3 a rounded judgement of progress and achievement is negotiated between each student, their citizenship teacher, their tutor and reported to parents/carers.

A record is kept of student's progress which provides evidence of progress towards the new level descriptions in KS3. Students are encouraged to review and record their own progress and develop other skills in managing their own learning through the use of ISIs and WILL sessions with their tutors.

Reports to parents/carers are provided on Citizenship through SPRs.

## **Links**

All subject policies should indicate their contribution to Citizenship education in college. This policy has links to other college policies on:

- Confidentiality Policy
- Assessment, recording and reporting
- Equal Opportunities/Inclusion
- Bullying
- Child Protection
- The Involvement of Visitors in College
- Sex and Relationship Education
- Substance Use and Misuse
- Behaviour

## **Time Allocation**

All teachers and support staff are expected to contribute to the citizenship education of the students. However, the Head of Citizenship plans and monitors schemes of work. Students in Year 7 have a modules within the Communications course and in Year 8 a twelve hour course. In Year 9/10/11 the allocated time is sixteen hours per year, unless the student also has taken the CVQ course.

## **Management**

Jennie Kramer – Head of Citizenship & PSHEE and Healthy Schools Co-ordinator (Link Manager Tony Rodi)

## **Staffing**

Jennie Kramer KS3,4 and 5  
Gemma Hood KS3 and 4  
Paul Stanley KS4  
Kath Taylor KS3  
Fiona Taylor KS3

## **Dissemination**

The following members of the college community were involved with the development of this policy: teachers, students, governors, parents, support staff, LA advisers.

This policy is dated: June 2010

This policy will be reviewed: June 2012

This policy is signed by:

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