



Citizenship Policy

Approved by Governors: December 2023

Review Period: 3 years

Review by: December 2026

1.0 Roles and Responsibilities

1.1 The responsibility for the implementation of this policy and provision has been delegated by the Governing Body to the Principal.

2.0 Suggested Audience

2.1 All teaching staff

3.0 Related Policies

3.1 This policy has links to several other policies, which should be consulted to appreciate the full scope of this policy:

- Sex and Relationship Education Policy
- Care, Guidance and Support Policy
- Prevention of Bullying Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Safeguarding including Child Protection Policy
- Behaviour Policy

4.0 Academy Mission Statement

“The Rural Enterprise Academy: A close community of environmentally conscious and enterprising learners.”

5.0 Introduction

5.1 The Academy will teach this subject using an integrated approach across KS3 and KS4 year groups and using a wide range of teaching methods within both formal and informal education. Recognising the value of Citizenship to support pupils’ broader understanding, the Academy will include a programme of learning which includes Citizenship for all pupils.

6.0 Aims

6.1 The Academy will ensure that pupils have the opportunity to gain knowledge and skills in the area of Citizenship and will focus on understanding values and ethics to help pupils become thoughtful and responsible citizens who are aware of their duties and rights. Pupils will explore issues around empowerment, relationships, rights and responsibilities. They will develop better understanding about social systems, their structures and social change both nationally and internationally.

7.0 Objectives

7.1 The key objectives of Citizenship are to enable pupils to:

- know their rights and responsibilities
- analyse and discuss significant issues
- understand how society works
- be more able to take an active part in society and to make a difference
- be more able to take an active part in their community and to make a difference
- become more rounded, responsible and aware citizens
- be more aware of life's opportunities and experiences
- develop a greater understanding of socio-economic structures
- be aware of the needs of others
- become independent and responsible adults
- ensure personal safety and choices in relation to sex, health, drugs and alcohol
- explore the benefits and importance of conflict resolution
- be more able to communicate with others

8.0 Citizenship Curriculum Guidelines

8.1 The programme will build on learning which pupils have developed earlier in their academic careers, to ensure that 'knowledge and understanding about becoming informed citizens' is acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'. The curriculum delivery model 'Jigsaw' is used across local feeder schools including Penk Valley Trust schools and has been adopted to enable continuity in the curriculum. The curriculum is built around the objectives of the National curriculum that can be accessed by following the link

[DfE Citizenship National Curriculum](#)

The National Curriculum sets out KS3 and KS4 expectations for Citizenship including a brief outline of the subject content that should be delivered at each key stage. This content is then mapped out and delivered through pieces of the jigsaw. Further breakdown can be seen in 8.2.

A curriculum map for the subject can be accessed by following the link below

KS3

[KS3 Curriculum Map](#)

[KS4 Curriculum Map](#)

8.2 Knowledge and understanding about becoming informed citizens

a) Pupils will be taught about:

- the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
- central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- the key characteristics of parliamentary and other forms of government
- the electoral system and the importance of voting
- the work of community-based, national and international voluntary groups
- the importance of resolving conflict fairly
- the significance of media in society
- the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations
- The Prevent agenda and why everyone needs to be aware and vigilant

8.3 Developing skills of enquiry and communication

b) Pupils will be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- justify orally and in writing a personal opinion about such issues, problems or events
- contribute to group and exploratory class discussions and take part in debates

8.4 Developing skills of participation and responsible action

c) Pupils will be taught to:

- use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- negotiate, decide and take part responsibly in both Academy and

community-based activities

- reflect on the process of participating

8.5 This will mean ensuring that 'knowledge and understanding about becoming informed citizens are acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'.

8.6 To support this curriculum the Academy will work closely with families in developing and reinforcing a strong sense of citizenship.

9.0 Supporting Citizenship in the Academy

9.1 The Academy will also promote and support citizenship within the

establishment by:

- creating and promoting a caring ethos which promotes the values-related, social and moral aspects of citizenship
- encouraging caring attitudes and a desire to participate in events happening in the world around the Academy community
- recognising and valuing the contributions made by the pupils and other members of the Academy community
- encouraging close working relationships between staff and pupils ● encouraging and practising mutual respect, tolerance and open-mindedness
- using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
- direct teaching of Citizenship and addressing Citizenship issues in other subjects

10.0 Assessing and Reporting Pupils' Progress

10.1 The Academy will use a range of methods to assess and report on the pupil's progress and development in Citizenship. These are:

- recognition of achievement and personal progress within the curriculum
- peer and self-evaluation and discussion

10.2 The Academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the Citizenship programmes.

10.3 The Academy will ensure that pupils understand their rights and responsibilities as citizens within today's society. It will also give opportunities for pupils to develop a better understanding about their world and gain in confidence and skills so that they can learn to think about and discuss issues that affect their own lives and the lives of others.

10.4 The Academy will ensure that Citizenship becomes embedded within its curriculum and the pupil voice structure and will make its pupils aware that personal responsibility, morality and understanding are keys to true citizenship within any community, family and Academy be it local, national or international.

11.0 Approval by Governing Body and Review Date

11.1 This policy will be reviewed in accordance with the schedule drawn up by the Principal and agreed by the Governing Body.

11.2 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.