

# **Kings International College for Business & the Arts**

## **Citizenship Education Policy**

### **Introduction:**

Kings International College aims to provide a balanced delivery of Citizenship education that is relevant to students, connecting with their interests and experiences. We encourage students to investigate and think critically about issues of current interest in a way that relates to their abilities and backgrounds. We provide students with opportunities to discuss and address real-life issues, and to see that they are able to participate in activities that make a difference in their College life and the wider community.

Where appropriate, citizenship is embedded within the curriculum. The College has an active Student Voice, which meets regularly and has representatives of each tutor group. Students are encouraged to contribute to aspects of College life.

To achieve this successfully the College must continue to enhance and develop the educational strategies already embedded to show the young people that they all matter and they are able to make a difference to the outcomes of real-life issues in the life of the College and the wider community.

### **Rationale:**

Citizenship helps students to develop as members of the College, local, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and co-operation. As young people grow and develop, citizenship helps them think and discuss issues relating to those concepts as they encounter them in their own lives and in the lives of others, as depicted in the media and in literature.

### **Purpose:**

It is envisaged that through Citizenship, the students at Kings International College will:

- develop their confidence and responsibility and making the most of their abilities;
- prepare to play an active role as citizens;
- develop a healthy, safer lifestyle;
- develop good relationships and respect the differences between people;
- be encouraged to play a positive role in their life in College, and in their neighbourhood and global communities.

### **Links with other policies:**

This policy will be supported and underpinned by policies such as PSHE, Sex and Relationship Education, Drug Education, Careers Education and Guidance, Child Protection, Equal Opportunities, Racial Equality, Behaviour/Discipline, Anti-Bullying, Inclusion and Assessment, Recording and Reporting. The College is also mindful of the Every Child Matters outcomes together with those required by the Youth Matters, Healthy Colleges and the Respect Agenda.

### **Aims:**

It is envisaged that all students will have the opportunity to learn about themselves as growing and changing individuals with their own experience and ideas and as members of their own communities they will become more mature, independent and self-confident. They will continue to learn about the wider world and interdependence of communities within it. They will further

develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will learn how to take part more fully in College and community activities. They will be able to make more confident and informed choices about issues such as transition, health and environment; to take more responsibility, individually and in a group, for their own learning; to learn tolerance and to resist bullying.

### **Objectives:**

The objectives for Citizenship are embedded in the documentation:

- National Curriculum statutory orders for Citizenship KS3 & KS4
- QCA Initial Guidance for Colleges- Citizenship at KS3 & KS4
- DfEE Careers Education and Guidance in the New Curriculum: its relationship to PSHE and Citizenship at Key stages 3&4
- OFSTED Inspecting Citizenship
- QCA Citizenship at Key Stages 1-4: guidance on assessment, recording and reporting
- QCA Schemes of Work for Citizenship: Key Stages 3 & 4

It is envisaged that the students will:

- develop the skills of enquiry, communication, responsible participation, active listening and reflection and thus gain in confidence and self-discipline
- develop the skills of working together effectively, maintaining a positive and co-operative working relationship
- be able to respect different ways of life, beliefs, opinions and ideas, understanding and celebrating cultural diversity and their own cultural identity
- foster an appreciation of democracy and the democratic process
- foster a sense of fair play, including respect for the law and the rights of others
- have a constructive interest in community affairs, understanding that we now live in an interdependent global community
- foster an appreciation of how opinion is moulded by different sections of society, including the role of the media in society, the Internet and how it can provide information and affect public and personal opinion

### **Curriculum provision:**

Citizenship will follow the whole College delivery and, where appropriate, will be embedded within the curriculum of all subjects, especially that of Geography, History, English, and RE. Directed delivery will also be included in the Personal Development Programme. There will be provision in off-timetable events and visiting speakers with supporting lessons.

### **Management of Citizenship:**

- The co-ordinator of PDP and Citizenship is responsible for monitoring, reviewing and evaluating Citizenship.
- The programme and teaching will be monitored and evaluated through observations and will follow the College's assessment and review programme.
- The Citizenship programmes are included in the Personal Development Programme.
- The appropriate Performance Managers work with the co-ordinator to support the provision.
- Heads of Faculty are responsible for highlighting where Citizenship is being delivered across the curriculum through Schemes of Work.

- Individual teachers/tutors are responsible for ensuring that their lessons, where appropriate, include the citizenship programme and ethos.

### **Assessment:**

In Citizenship, assessment is based on the attainment target for the end of Key stage 3, set out as level descriptions. These focus on the key concepts and processes in the new programme of study. These levels will be used to report on pupil progress in Citizenship at the end of Key Stage 3 in the summer of 2011. Teachers are therefore collecting evidence of learning to make a judgement about students' progress against the attainment target at the end of the key stage. The attainment target becomes statutory in summer 2011.

Where Citizenship is taught as an explicit subject, assessment will take place either during or at the end of each unit. This will take a variety of forms e.g. self-assessment, peer assessment, test or presentation.

Assessment should reflect the learning of all students and give equal weighting to the development of skills of enquiry and communication, active participation and knowledge and understanding.

Students will be expected, under the guidance of their teacher, to collect a range of evidence of their progress and achievement and store this in their portfolio of work.

Students will be involved in discussions about criteria for assessing their work, so they know and recognise the standard to aim for.

Assessment in Citizenship should provide regular opportunities for students to give and receive feedback on their progress and achievement, helping them to identify what they should do next.

Self-evaluation is an important part of the assessment process.

Final assessment of KS3 will take place at the end of Year 9 using the portfolio of work collected across the Key Stage.

Teachers are working with the level descriptions to help form an understanding of what is expected of our students, to formulate success criteria for tasks and activities used for assessment and to help make a broad baseline judgement of our students' knowledge, understanding and skills in Citizenship when they begin the key stage.

Assessment in Citizenship does not imply that students are failing as citizens. It is not a judgement on the worth, personality or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties.

### **Recording:**

Teachers are responsible for recording the progress and achievement at the end of each year and should be passed to the tutor to be included on their report.

### **Reporting:**

Teachers also provide written annual reports to parents on strengths and areas for development in Citizenship for each student in Years 7-11.

## **Training**

Training needs are identified through the annual needs assessment and appropriate arrangements made. Training for tutors delivering the programme will normally be offered through the College twilight training programme.

## **Monitoring and evaluation:**

- reviewing delivery of the citizenship programme with both staff and students
- monitoring lesson observations
- evaluating assessment/review sheets
- contributing to the College Development plan
- preparing for inspection and College self evaluation

## **Inclusion:**

Our College policy has given careful consideration to equality strands: race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that Citizenship education is provided for in a sensitive and non judgemental way that will enable all young people, staff and the wider College community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the College community as possible in the consultation leading to the agreement of this College policy and we have tried to incorporate the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs in this process.

## **Answering Difficult Questions:**

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This College believes that individual teachers must use their skill and discretion in these situations and refer to the Citizenship Co-ordinator.

## **Teaching Sensitive and Controversial Issues:**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Staff will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Staff will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Staff will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by College staff or their peers.

## **Confidentiality:**

College staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

An underlying principle in supporting students in College is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously, investigated and reported.

Although the College cannot guarantee confidentiality, students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

#### **Use of Community Based Agencies:**

Outside agencies and speakers may be involved in inputting to Citizenship education lessons and as points of referral as support services for students. The College actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, and health workers to enhance the quality of its Citizenship education provision. Visitors who support the College will also be informed of the values held within this policy.

#### **Policy review**

The College policy on Citizenship Education will be reviewed and monitored at various levels and at different times by key groups on an annual basis.