



**THE WORDSLEY SCHOOL**

**BUSINESS & ENTERPRISE AND MUSIC  
COLLEGE**

**CITIZENSHIP POLICY January 2010**

**REVIEW JANUARY 2012**

# Citizenship Policy

## Why do we need a policy?

Citizenship Education became a statutory requirement at Key Stage 3 and 4 in September 2002. This policy is intended to formalise the existing good practice within the school and outline how the new National Curriculum programme of study is to be delivered and assessed.

## The aims of Citizenship Education

The second aim of the National Curriculum is to promote spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. Citizenship Education contributes to this aim by ensuring that all pupils:

- Know their rights and responsibilities
- Can analyse discuss significant issues, including representing a viewpoint which is not their own
- Develop an understanding of how society works
- Have an opportunity to play an active role in society and make a difference.

## What is included in the programme of study?

Citizenship Education has three key concepts :-

- Democracy and justice
- Rights and responsibilities
- Identities and diversity

The Programme of Study has been built around what was already current good practice. An Audit of Citizenship activities across the curriculum forms the basis for lesson planning for the schemes of work for the discrete time tabled lessons

## How is Citizenship delivered?

- By discrete provision for Citizenship through timetabled lessons throughout Key Stages 3 and 4
- Through identified opportunities in a range of other curriculum subjects: R.E., Geography, History and Science
- Through assemblies
- Through whole school and suspended timetable activities e.g. Year 7 to 11 Enterprise Days, Year 10 Work Experience Programme, Sports Days, Geography/Citizenship Day, Diversity Days, Globalisation/Green Days
- Through opportunities for pupils' involvement in the life of the school and the wider community e.g. School Council, charity fund raising, involvement in local youth forum, participation in extra curricular sporting activities

- Through the ethos of the school e.g. our home school agreement, our rewards and sanctions policy
- Linking with and recognising home activities – ILPs
- Through the National Healthy School Standard
- Linking initiative with the local community e.g. Police, Trading Standards
- Link with local and national partners e.g. teenage pregnancy initiatives K. Clarke, connections, Road Safety Partnership.

### **Assessment and Reporting of Citizenship**

At the end of Key Stage 3 we are required to assess pupils' attainment in Citizenship. This will be done within the discrete timetabled citizenship lessons. Assessment at the end of Key Stage 4 is not statutory.

Our approach to assessment will as far as possible focus on what pupils have achieved in each of the three concepts of Citizenship Education.

The 8 level descriptors for Key Stage 3 will inform parents/pupils of progress at Review and Guidance.

The end of Key Stage 3 descriptors will be used for pupils by the school for self assessment in lessons for Years 7,8 and 9 pupils.

Pupils will be encouraged to comment on their relevant achievements across the whole curriculum.

Key Stage 4 Will follow a condensed version of the OCR short course in Citizenship for which GCSE grades will be used for reporting to parents in the Summer Term in Year 10 and February R & G in Year 11.

Governors Annual Review Spring Term 2010

Review of Policy Autumn Term 2012