



Sandwell Academy
Citizenship
(incl British Values)

Policy Title:	Citizenship Policy
Policy Reference:	SA/Curriculum and Assessment
Description:	This document sets out how the Academy will incorporate Citizenship into the national curriculum.
Status:	Statutory
Category:	Academy / Curriculum and Assessment
Contact:	Name: Mr C A Mills Title: Deputy Head
Version	V1.4 February 2015
Other relevant SA policies:	SMSC & PSHE
Adopted by the Governing Board on:	
Date for Review:	July 2018

Change Record		
V	Date	Description
1.1	Jan 2012	Change of policy contact and review of contents
1.2	February 2015	Change contact details, review of content and addition of British Values.
1.3	Jul 2016	Updated
1.4	Jul 2017	Updated

Table of Contents

Introduction	4
PURPOSE	4
BRITISH VALUES	5
PRACTICES	6
Responsibilities	6
Promotion of Citizenship Education within the Academy	6
Monitoring and Evaluation	7

Introduction

Citizenship at Sandwell Academy is intended to provide a broad and balanced experience of what it means to be a citizen within a school and externally, at local, national and global levels.

It is our view that our students will benefit best from a Citizenship programme which:

- offers opportunities across the whole curriculum.
- gives students the opportunity to be active citizens of their school community.
- provides valuable life skills.
- draws from experiences and expertise from the Academy's stakeholders and wider community.
- includes extra-curricular experiences and opportunities to be involved in democratic processes.
- provides opportunities for discussion and debate on issues that are particular to the Academy's community.
- includes opportunities for students to engage in Sustainable Development activities as part of Education for Sustainable Development (ESD).
- also looks at the wider values with the UK, often referred to as British Values.

All teachers at Sandwell Academy have a responsibility to encourage students to value themselves, their cultural and religious traditions and to come to an understanding and respect for other traditions which reflect the rich diversity of the local area.

PURPOSE

At Sandwell Academy we will develop Citizenship Education alongside the Academy's continual development planning, simultaneously identifying opportunities to review and improve the provision.

The Citizenship Programme will address the statutory requirements of Citizenship Education; respecting self and others, understanding conflict, interdependence and cultural understanding.

We aim to develop the leadership capacity of the Academy community, ensuring that all stakeholders have an active part in the development of the Academy. In line with this, all teachers deliver aspects of Citizenship will have access to continual professional development initiatives in this area where necessary.

The Citizenship Programme will enhance the teaching and learning experiences of students studying citizenship by capitalising upon latest developments and effective practice.

BRITISH VALUES

The Academy will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, will support the rule of English civil and criminal law and the school should not teach anything that undermines it. When we teach about religious law, particular care will be taken to explore the relationship between state and religious law. Pupils will be made aware of the difference between the law of the land and religious law.

Through Citizenship and all subjects the Academy:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourages students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

PRACTICES

Responsibilities

- (i) The appointed DHM is responsible for the overall co-ordination of Citizenship Education within the Academy as outlined in the particular job description.
- (ii) Each member of staff has individual responsibility for developing Citizenship Education by:
- Working to promote the core values underpinning Citizenship Education i.e. respect for diversity, equity, human rights and democracy
 - Being an effective role model to promote mutual respect
 - Planning appropriate learning opportunities within their classroom/subject

Promotion of Citizenship Education within the Academy

- (i) Citizenship is promoted within the ethos by:
- The use of assemblies, reflection during personal tutorial time and other whole school occasions to promote practices which focus on diversity, human rights, inclusion, equality, social justice and democracy
 - Promotion of practices which enhance self-esteem and empower young people through the use of student voice activity including; student advisory councils and the Headteacher's lunch.
 - Promoting the development of interpersonal skills such as co-operation, affirmation and conflict resolution as well as celebrating occasions where this occurs.
- (ii) Citizenship Education is promoted across all areas of the curriculum by:
- Identifying opportunities for links within departments
 - Use of online curriculum resources specific to citizenship and across subjects
 - Providing opportunities to explore Citizenship issues in a range of subjects
- (iii) The teaching approaches used consist of the following:
- Whole class discussion
 - Collaborative and small group work
 - Class debates
 - Class meetings
 - Self-expression activities such as Drama
 - Use of the internet and electronic media
- (iv) Citizenship is promoted through the community dimension of the school by:
- Parental invitation to appropriate Academy events

- Information for parents and community through the Academy newsletter and Retrospect
- Parents Advisory Group meetings
- Use of visitors and external speakers to enhance learning experiences
- Links with local organisations such as the Police Force etc.

(v) Additional arrangements contributing to the development of Citizenship Education are:

- Community relations programmes which focus on Citizenship issues
- Special Academy events which specifically invite members of the local and wider community
- Active partnership with other Academies within the Thomas Telford family of schools.

(vi) Parents' involvement in supporting Citizenship will include:

- Participation in the community dimension of Citizenship (see iv)

Monitoring and Evaluation

(i) Targets for improvement are set and reviewed regularly using the following strategies:

- Questionnaires as part of the Academy's own procedures.
- Annual review, co-ordinated by the DHM with responsibility for citizenship
- Student Advisory Group
- Parental opinion

(ii) Procedures for monitoring and evaluating students' experiences by SMT/Management are as follows:

- As an item on SMT agenda
- Co-ordinator for Citizenship Education reporting to SMT on issues relating to school development in this area and the progress of any action plans established to bring about improvement in practice

(iii) Procedures for monitoring and evaluating students' experiences are as follows:

- Evaluation of lesson planning and delivery by individual teachers
- Review of online curriculum and annual auditing to ensure coverage of requirements
- Departmental meetings and whole school INSET where appropriate
- Student Advisory Group annually review citizenship

(iv) The arrangements for ensuring that all students make appropriate progress in the development of attitudes, values and behaviours relating to Citizenship Education are as follows:

- ROA/Module reports showing attainment and progress within PT/ citizenship
- Monitoring by personal tutor
- Student self-evaluation
- Student Questionnaires