

# Citizenship Policy 2025-2026

Citizenship is designed to help students become active, informed citizens and confident, responsible members of society. Like all National Curriculum subjects, Citizenship has defined programmes of study setting out what should be taught and an attainment target showing what students should achieve. Citizenship is taught across the curriculum, but a major impact of its delivery will be through the Su4L programme. We have audited this programme and have identified where all aspects of the programme of study are being delivered.

## Our programmes of study have three elements:

- 1 Knowledge and understanding about becoming informed citizens.
- 2 Developing skills of enquiry and communication.
- 3 Developing skills of participation and responsible action.

## Our schemes of work for Citizenship:

- Meet the general teaching requirements for inclusion, use of language and use of information and communication technology
- Enable students to acquire and apply knowledge and understanding about becoming informed citizens when they are developing the skills of enquiry, communication, participation and responsible action.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## By the end of key stage 3

Students should:

- ✚ Demonstrate a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems;
- ✚ Show understanding of how the public gets information, how opinion is formed and expressed, including through the media, and how and why changes take place in society,
- ✚ Take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

## By the end of key stage 4

Students have a comprehensive knowledge and understanding of:

- ✚ The topical events they study
- ✚ The rights, responsibilities and duties of citizens
- ✚ The role of the voluntary sector
- ✚ Forms of government
- ✚ The criminal and civil justice, legal and economic systems

In addition to the above pupils should be able to obtain and use different kinds of information, including the media, to form and express an opinion, evaluate the effectiveness of different ways of bringing about change at different levels of society and take part effectively in school and community based activities thereby showing a willingness and commitment to evaluate such activities critically. Pupils should also demonstrate personal and group responsibility in their attitudes to themselves and others.

## **CITIZENSHIP/PROGRAMMES OF STUDY/KEYSTAGE 3**

Knowledge and understanding about becoming informed citizens.

### **Key Stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.

#### **Pupils should be taught about:**

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

#### **Key Stage 3 pupils should be taught to:**

- a) Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- b) Justify orally and in writing an opinion about such issues, problems or events.
- c) Contribute to group and exploratory class discussions and take part in debates.

#### **Developing skills of participation and responsible action**

#### **Key Stage 3 pupils should be taught to:**

- a) Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b) Negotiate, decide and take part responsibly in both school and community – based activity
- c) Reflect on the process of participating.

## **CITIZENSHIP/PROGRAMMES OF STUDY/KEYSTAGE 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

### **Developing skills of enquiry and communication**

#### **Key Stage 4 pupils should be taught to:**

- a) Research a topical political, spiritual, moral, social, or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics

- b) Express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- c) Contribute to group and exploratory class discussions and take part in formal debates

#### Develop skills and participation and responsible action

##### Key Stage 4 pupils should be taught to:

- a) Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- b) Negotiate, decide and take part responsibly in both school and community-based activities
- c) Reflect on the process of participating

#### Assessment, Recording and Reporting

The summary assessment is based on knowledge of how the pupil achieves over a period across a range of contexts, taking account of pupils 'strengths and areas for development. The judgment does not therefore focus on a single piece of work, as this would not address the full range of expectations at the end of key stage description.

Single pieces of work would probably provide partial evidence of achievement in one or two aspects of the end of key stage description. By looking at several different pieces and types of work a judgment can be made about the pupil's overall performance in all the three strands of the programme of study- knowledge and understanding, skills of enquiry and communication and skills of participation and responsible action.

#### Citizenship pupil assessment

At the end of a series of Citizenship topics pupils engage in an assessment based on the programme of study covered during Citizenship 4 Life.

- In Year 7, 8, and 9 pupils complete a Citizenship Assessment. All Citizenship assessments are completed at the end of a package of Citizenship learning experiences delivered through Su4L. (See KS3 and KS4 Su4L schemes of work).
- Each pupil assessment in KS3 follows a similar pattern throughout all years to reinforce consistency. This also socializes pupils into a common way of identifying the Citizenship assessment procedure. This is structured as follows:

#### Three sections:

- ✚ Section A is knowledge based revolving around the Citizenship topics covered during Su4L.
- ✚ Section B relates directly to Citizenship activities pupils have been involved in (in school or out of school).
- ✚ Section C is a pupil self-assessment which deliberates upon the citizenship skills pupils have developed or need to improve upon.

The overall structure of each assessment ensures continuity and familiarity throughout each of the years. In addition, these assessments are fun activities, whilst fulfilling the assessment criteria for Citizenship.

### Citizenship Reporting

Tutors use Class Charts to report to parent's pupils' attitude to learning on Citizenship 4 Life Days

### How does Citizenship link with other school priorities?

As part of the 'Personal Development' curriculum it improves levels of motivation and raises individual aspirations and achievement. By so doing, they make a significant contribution to educational excellence and value added. Through 'Active Citizenship' pupils are encouraged to take a wider role in school life through fundraising events such as 'Humanitarian Week'. Through our student leadership programme pupils can participate in numerous local and national events raising awareness for issues they feel passionate about in line with the UNCRC Article 12.

**S Khan July 2025**