



Glen Hills Primary School

Citizenship

AIMS

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Rationale

The importance of Citizenship

Citizenship, linking closely with Personal, Social and Health Education (PSHE), helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Framework for PSHE

- The knowledge, skills and understanding to be taught in four interrelated sections:
 1. Developing confidence and responsibility and making the most of pupils' abilities.
 2. Preparing to play an active role as citizens.
 3. Developing a healthy, safer lifestyle.
 4. Developing good relationships and respecting the differences between people.

The Framework for Citizenship

This comprises of three interrelated strands:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy

Forms of Curriculum Provision

Citizenship cannot always be confined to specific timetabled time.

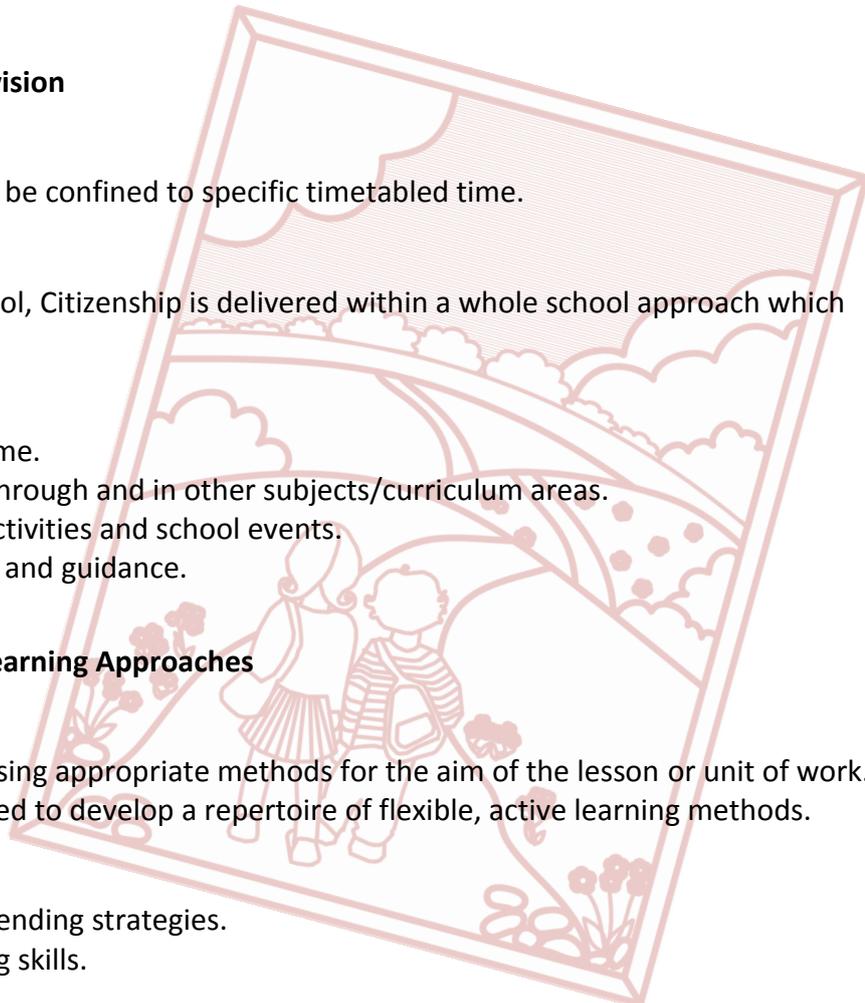
At Glen Hills Primary School, Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time.
- Teaching Citizenship through and in other subjects/curriculum areas.
- Through Citizenship activities and school events.
- Through pastoral care and guidance.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.



- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

Assessment, Recording and Reporting

Assessment in Citizenship at Glen Hills does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress (incorporated into PSHE assessment grids) are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

In Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Use of Visitors

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". – ‘Guidance on Good Practice’ - Home Office (1998)

Other Related Policies

- PSHE (including Sex and Relationship Education)
- Drug Education.
- Child Protection.
- Equal Opportunities.
- Disability Equality Scheme
- Gender Equality Scheme
- Inclusion.
- Behaviour Policy/Discipline and Anti-Racism/Anti-Bullying.
- Health and Safety.
- Assessment, recording and reporting.
- Special Needs



Policy	<i>Citizenship</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	2015