

4. CITIZENSHIP POLICY

(Updated July 2014, Amended November 2014)

The Aims of Citizenship Education

The aims of Citizenship education in Trinity are to enable students to:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, volunteering that they will take with them into adulthood.
- Be equipped with the financial skills to manage their money on a day-to-day basis as well as to plan for future financial needs.
- Gain knowledge and understanding about the basis of cultural heritage and the development of different communities through a cross curricular input and community involvement.
- Develop their self-confidence and decision making skills.
- Enquire about differences, injustices, rights and responsibilities within their own and the wider community.
- Gain an appreciation of the necessary part they play within the community of Trinity and how this is reflected in the wider community.

Desired outcomes

It is expected that, through following the Citizenship programme at Trinity, students will:-

- Gain knowledge and understanding to help them develop into informed citizens.
- Develop skills of enquiry and communication
- Develop skills of participation and responsible action.

Student entitlements

In Trinity education in Citizenship is recognised as an essential part of the young person's full educational entitlement. Citizenship education entitles each child to:-

- Develop his/her ability 'to love their neighbour as themselves' and to work for 'the common good.'
- Acquire the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Become an informed, thoughtful and responsible citizen who is aware of his/her duties and rights.
- Develop his/her spiritual, moral, social and cultural development making the student more self-confident and responsible both in and beyond the classroom.

- Play a useful part in the life of the school, neighbourhood, community and the wider world.
- Learn about the economy and democratic institutions and values.
- Respect different national, religious and ethnic identities, while holding on to their own beliefs.
- Reflect on issues, take part in discussions and undertake responsible action to affect change.

It should be noted that Citizenship plays an important vehicle for the delivery of the Government's "British values" programme. Consequently, the four British values, Democracy, The Rule of Law, Individual Liberty and Mutual respect and tolerance of different faiths and beliefs are delivered within the curriculum and across whole year assemblies.

Delivery of Citizenship Education

KS3

Citizenship education at KS3 is delivered within the National Curriculum subjects. The provision of Citizenship has been mapped out so that citizenship objectives are flagged up and delivered within the KS3 curriculum. The different departments are responsible for keeping examples of students work, which will later on go to form part of the school's Citizenship portfolio.

At KS3 the students' skills of participation and responsible action is monitored through the Citizenship/Discipleship Award scheme, which is run by the Lower Site school counsellor. Students are rewarded points for behaviour that is deemed to show good citizenship/discipleship in social, moral, spiritual and cultural areas. There are certificates for students reaching pre arranged milestones, and the overall winners, within an academic year, are presented with a trophy by the Bishop of Brentwood at Brentwood Cathedral. Active participation is also encouraged through other means. For example Year 9 students were involved in raising awareness within the school of the work of CAFOD through activities as part of their Lenten fund raising. Trinity is also an active member of the Commission for Justice and Social Responsibility.

Financial literacy is developed within the Maths curriculum.

In addition to the above, KS3 students will receive input from various outside agencies.

The whole KS3 Citizenship curriculum is monitored through lesson observations by senior management staff, and the impact is assessed through yearly base line assessments, and written evaluations by the students themselves.

KS4

At KS4 students follow a programme of discreet weekly 75 minute lessons within a PRE slot. In Y10 students are entered for the AQA Level 2 exam 'Preparation for Working Life' after following the programme delivered in the first two and a half terms. The programme includes a module on 'Rights and responsibilities'. Once the students sit for the exam in May in Y10 they continue with their Citizenship studies into Y11 and learn about specific topics such as Democracy, Human Rights and Local and Central government. Leading up to their GCSE exams they follow a

'Learning to Learn' module which will help them develop their independent learning and revision skills. At KS4 the Citizenship programme is supported by input with specific subjects, such as RE on issues of Diversity and Women's Rights. There is also voting for students nominated to take part in the Youth Parliament elections in the Autumn term.

Assessment

At KS3 students are assessed on the 1-8 levels as for other subjects. The teacher delivering the Citizenship component within their subject speciality assesses the students' progress in citizenship against the national curriculum eight point scale. The descriptors for each level can be seen on First Class under Cross Curricular Meetings – Citizenship. These levels are transferred to a central database. When reports are due, the levels are distributed to the form tutors and the level profile, along with the students' performance in active citizenship as evidenced on the Citizenship card, determines the overall level the students is awarded.

The teaching of Citizenship education will:

- Involve active and interactive strategies within the classroom
- Include a variety of media in order to present issues
- Involve cross-agency working
- Recognise the different ways in which pupils learn
- Take into account these different learning styles
- Include individual, group or whole class teaching as appropriate

A Statement on Monitoring and Evaluation

This will involve informal talks with students, regular lesson observations, and reports from departments on progress with regards to Citizenship objectives. Assessments will be audited to ensure fair and rigorous assessment is taking place, which tests students' knowledge, understanding and skills.

At KS4, data from the external examination, together with internal assessments in Y10 and Y11, will provide useful information on how students are progressing. All this data will help inform future development of Citizenship education at Trinity.

Evaluating the Citizenship Policy

The evaluation of the policy will take account of such issues as:

- Does the policy provide an underpinning for what is taught in the whole framework of Citizenship?
- Does what is being taught in the Citizenship lessons and through the wider experience of Citizenship reflect the tenets of the policy?
- Does the required funding provide for the quality delivery of the policy?
- Does the policy support and enhance the Catholic ethos at Trinity?