



Beamont Collegiate Academy

CITIZENSHIP & SMSC POLICY

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1. Introduction

- 1.1 A high-quality citizenship/ SMSC education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.
- 1.2 Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.
- 1.3 Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

2. Aims

- 2.1 Beamont Collegiate Academy will teach this subject using an integrated approach across all year groups. The Academy will use a wide range of teaching methods within both formal and informal education.
- 2.2 The Academy will ensure that pupils have the opportunity to gain knowledge and skills in the area of Citizenship & SMSC and will focus on understanding values and ethics to help them become thoughtful and responsible citizens who are aware of their duties and rights. Pupils will explore issues around Democracy, Rule of Law, Tolerance, Fairness, Diversity, Equality, empowerment, relationships, rights and responsibilities. They will develop better understanding about social systems, their structures and social change both nationally and internationally. **Pupils should also:**
 - 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 and the justice system in our society and how laws are shaped and enforced

- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

3. Objectives

3.1 The key objectives of Citizenship/ SMSC are to enable pupils to:

- Know their rights and responsibilities
- Analyse and discuss significant issues
- Have an understanding of how society works
- Be more able to take an active part in society and to make a difference
- Be more able to take an active part in their community and to make a difference
- Become more rounded, responsible and aware citizens
- Be more aware of life's opportunities and experiences
- Develop a greater understanding of socio-economic structures
- Be aware of the needs of others
- Become independent and responsible adults
- Ensure personal safety and choices in relation to sex, health, drugs and alcohol
- Explore the benefits and importance of conflict resolution
- Be more able to communicate with others
- Be aware of what it means to live by British values

4. Organisation of Citizenship/ SMSC

4.1 The Academy will have a member of the Leadership Team who has overall responsibility for the development of all aspects of the curriculum, including Citizenship/ SMSC, to ensure it meets the needs of all pupils.

4.2 The Academy recognises the importance and value of parents/carers and family in helping their children to develop and make responsible decisions for themselves, based on informed choices. This will be reflected in the delivery of the Citizenship/ SMSC curriculum.

5. Citizenship/ SMSC Curriculum Guidelines

5.1 Beamont Collegiate Academy will follow the current guidelines in delivering its Citizenship/ SMSC education. At the Academy we are keen to ensure that every student leaves us at the end of Year 11 fully prepared for life in modern

Britain. As such, we have created a framework for assisting students in achieving their goals and potential, which we have called, 'Characteristics of Greatness' (COGs).

The framework is based around the essential skills and attributes that all students require when moving from school, into further education and then onto higher education or into employment or training. They are also key to developing students into well rounded citizens who can contribute positively to life in the modern world.

Students are encouraged to demonstrate the attributes and skills of Resilience, Tolerance, Curiosity, Self-Reflection, Determination and Aspiration and are awarded stickers that recognise their achievements.

6. The Key Stage 3 and Key Stage 4 Curriculum

6.1 At Key Stage 3 'knowledge and understanding about becoming informed citizens' are acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'. (see section 7 below)

6.2 At Key Stage 4 we will ensure that 'knowledge and understanding about becoming informed citizens' are acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'. The curriculum will cover the following topics.

7. Knowledge and understanding about becoming informed citizens

7.1 Students will be taught about:

- The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- The diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
- Central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- The key characteristics of parliamentary and other forms of government
- The electoral system and the importance of voting
- The work of community-based, national and international voluntary groups
- The importance of resolving conflict fairly
- The significance of media in society

- The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

8. Developing skills of enquiry and communication

8.1 Pupils will be taught to;

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

9. Developing skills of participation and responsible action

9.1 Pupils will be taught to:

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

10. The Academy Approach to Learning Related to Citizenship/ SMSC

10.1 Pupils will be able to gather evidence of learning in Citizenship/ SMSC through their wider achievements in the curriculum. Evidence of their achievements in a variety of media will be displayed around the Academy in addition to being documented in staff records as lesson reviews.

10.2 Pupil achievements outside the Academy that relate to the citizenship/ SMSC curriculum will be celebrated in the Academy.

11. Delivering the Citizenship/ SMSC Curriculum

11.1 Beamont Collegiate Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the pupils are implemented.

- 11.2 The Academy will ensure that pupils receive Citizenship/ SMSC teaching regardless of their ability.
- 11.3 The Academy will use both direct and indirect teaching opportunities for pupils to learn and all subjects will be underpinned by Citizenship/ SMSC, enabling the pupils to relate their educational experience with their life and the lives of others and recognise the correlation between them.
- 11.4 Beamont Collegiate Academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the Citizenship/ SMSC programmes.

12. Supporting Citizenship/ SMSC in the Academy

- 12.1 The Academy has a staff and pupil charter that clearly sets of the expectations of everyone.

Beamont Collegiate Academy will also promote and support citizenship/ SMSC within the establishment by:

- Creating and promoting a caring ethos which promotes the values-related, social and moral aspects of citizenship
- Encouraging caring attitudes and a desire to participate in events happening in the world around the Academy community
- Recognising and valuing the contributions made by the pupils and other members of the Academy community
- Encouraging close working relationships between staff and pupils
- Encouraging and practising mutual respect, tolerance and open-mindedness
- Using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
- Addressing Citizenship/ SMSC issues in other subjects

13. Monitoring Development and Progress

- 13.1 Beamont Collegiate Academy will use a range of methods to assess and report on the pupils' progress and development in Citizenship/ SMSC. These are:

- Recognition of achievement and personal progress within the curriculum
- Ofsted inspections
- Peer and self-evaluation and discussion (pupil voice)

- Quality assuring the delivery of Citizenship/ SMSC via QA observations and student and staff feedback
- 13.2 The Academy will ensure that pupils understand their rights and responsibilities as citizens within today's modern British society. It will also give opportunities for pupils to develop a better understanding about their world and gain in confidence and skills so that they can learn to think about and discuss issues that affect their own lives and the lives of others.
- 13.3 We will ensure that Citizenship/ SMSC becomes embedded within the curriculum and the pupil voice structure and will make pupils aware that personal responsibility, morality and understanding are keys to true citizenship within any community, family and school, be it local, national or international.
- 13.4 The Academy will also assess the pupils' learning in Citizenship by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to school life.
- 13.5 The Academy will not have formal examinations in Citizenship/ SMSC and as such the assessments made on achievements will be positive and reflect the pupil's individual development and understanding of the subject throughout the year.

14. Monitoring and Review

- 14.1 The Citizenship co-ordinator will review this policy at least annually and more often when legislation and guidance changes.
- 14.2 Its implementation and effectiveness will be monitored by the Citizenship co-ordinator and the relevant member of the Leadership Team.
- 14.3 The policy will be promoted and implemented throughout the Academy.