

Rationale:

Citizenship is a National Curriculum cross-curricular theme which is designed to prepare pupils for living in a multicultural, multi ethnic, multi-faith and multilingual society. Citizenship is more effectively learnt in a setting where participation is encouraged and where views can be expressed and listened to. The Citizenship curriculum must be presented in a balanced, unbiased way which recognises alternative views. Citizenship is part of every pupil's curriculum entitlement at appropriate levels.

Purposes:

- To appreciate each pupil's own value within society.
- To understand the duties, responsibilities and rights of every citizen and their interdependence.
- To promote understanding of the values by which different societies are identified.
- To acquire and understand essential information as contained in Citizenship schemes of work.
- To develop skills to make informed decisions.
- To enable every pupil to participate in decision making

Location within the curriculum:

Citizenship is closely linked with P.S.H.E., R.E. Multi Cultural and Communication curriculum areas. The activities to promote citizenship will run throughout the whole curriculum. This area forms the essential expectations which we demand from pupils and staff in the way they conduct themselves throughout their time at Medina House School. Expectations are set through base-lining within P-Levels, individual/class rules and whole school requirements for conduct. Specific activities will encourage the communication of these expectations and will allow for practice of skills. All children will be supported and encouraged to play an active part in any one or more of the following aspects of school life :- School Council, School Rules, Circle Time, Plan-do-Review, play times, independent, group and whole school activities and extra-curricular activities such as After School Clubs and Rock Challenge.

Citizenship Education can be identified in a variety of ways which are not exclusive but complementary. Different approaches may be appropriate at different times:

- permeating the whole curriculum
- taught as part of PSHE and Citizenship programme
- as part of pastoral/tutorial programme
- separately timetabled
- as a planned activity
- through the ethos of the school
- extra-curricular activities
- teaching and learning styles
- as part of cross-curricular elements

Aims:

- To enable pupils to interact appropriately with their surroundings, starting with sensory responses and anticipation and progressing at an appropriate, individual pace.
- To enable pupils to work comfortably and contribute within a range of different settings e.g. individually, pairs, small group, class group, whole department, whole school.
- To enable pupils to work alongside their peers, to share equipment and to take turns.

- To enable pupils to learn to access different environments within and beyond school and to accept and manage the transition between activities and places.
- To experience a range of emotions and to begin to label and understand them.
- To respond appropriately to peers and adults around them.
- To understand and accept rules and boundaries.
- To develop a degree of independence within their environment.
- To understand the roles that people play around them and to begin to develop their own role within society via role play and every day conduct.
- To predict and participate within familiar routines.
- Begin to manage own resources and learning activities i.e. working independently for extending periods of time.
- To develop a sense of pride in their own achievements and those of others.
- To be able to take responsibilities within a familiar environment.
- To communicate in an appropriate way to their peers and to the adults around them.
- To promote democratic behaviour through the experience of the school as a community.

Implementation:

Citizenship will be co-ordinated by the same person who supports the School Council process. The co-ordinator will ensure that staff are kept up-to-date with current initiatives and resources and will monitor the quality of long, medium and short term planning and delivery. They will work with Leadership colleagues who will be responsible for the overall development of links with the community and access to organisations within the community. The school Behaviour Policy will inform staff of levels of whole school expectations that should be constantly strived for by all within Medina House School. These levels of expectations will be communicated to pupils via positive role modelling, the child friendly sharing of 'school rules' and negotiating of personal goals, following baseline and on-going assessment within the P-Levels for Citizenship. Classes will develop systems as appropriate to reinforce and value positive behaviour and conduct e.g. immediate rewards personal to the individual, daily reward charts, weekly cumulative systems, Celebration Assembly and display, weekly news letter etc. Pupils will be given the opportunity to practice their skills with regularity via everyday activities and routines. Specific activities as outlined above will be organised according to the ability and needs of groups. Pupils may be given opportunities outside their class group to experience different dynamics to promote new experiences.

Community Links

For some pupils, the opportunity of linking independently with their community school will be an option. These pupils will be identified within the Annual Review process and their class teachers and a teaching member of the leadership team will arrange and monitor links. On occasion a member of the Outreach team may be involved.

Class links will be organised with neighbouring schools – Barton Primary, Summerfield Primary and Downside Middle. The purpose of the arrangement will be to access an area of the curriculum that will promote opportunities for social interaction and the practice of positive skills with good role models within a different environment. The good role models could come from either school! A Social Communication Profile (e.g. Boxall) would be an informative way of measuring progress along with the P-Levels for P.S.H.E. and Citizenship. For certain children, particularly those with significant autism, PEP R may be used to assess needs and measure progress.

The pupils will have the opportunity to access a wide variety of environments in line with topic arrangements and personal and social targets. Each class has the opportunity to access the school minibuses on a regular basis.

It is also essential that close links are formed between Medina House School and St. George's School (the secondary provision) to encourage continuity and progression across the curriculum. These links will be promoted via curriculum co-ordinators and class teachers of Year 6 and 7.

Visits from people from the community will be seen as a supporting resource and will be encouraged in line with curriculum topic activities. These visits might include:- Tim Gurney (Branstone Farm), Dental Road Show, Marie Curie nurse (fund raising) or the Police.

Assessment, Recording and Reporting:

Citizenship will be assessed according to our school policy statement on Assessment, Recording and Reporting and via the P-Levels for Citizenship. Evidence will be collected through children's own drawings, writings, symbols, verbal and non-verbal responses, art work, drama, music, photographic evidence, video footage where applicable.

Monitoring, Evaluation and Development of Citizenship:

The Citizenship curriculum co-ordinator is responsible for ensuring there are appropriate standards of achievement, a range of high quality learning experiences and high quality teaching throughout the school.

This will be achieved through monitoring, reviewing and evaluating schemes and work and lesson planning, sampling pupils' portfolios of work, visiting classes during non-specific and discrete Citizenship lessons and gaining feedback from pupils, parents and inspection reports.

The Citizenship co-ordinator is also responsible for ensuring there are a range of essential, appropriate resources, both human and material, to support the class teacher in delivering this area. These resources might include topic files, artefacts, videos, audio tapes, schemes of work, books both factual and fiction.

Parental Involvement:

It is vital that parents are actively involved in this aspect of their children's learning as they have a significant effect upon it. Parents' fundamental role in this area of their child's education is acknowledged by staff. Parents are encouraged to use their expertise in school to enrich the pupils' learning. Many aspects of Citizenship are very much part of a pupil's home life and therefore sharing information is particularly vital to ensuring that teaching is sensitively approached.

Policy reviewed April '08

