



## Education for Citizenship

Pupils have an entitlement to experience citizenship throughout their education. Pupils must have the opportunity to acquire knowledge to develop a respect for facts and the truth so as they can be enabled to understand their own values. Citizenship is about empowerment, relationships, rights and responsibilities. It is also about social systems, their structures and the forces of social change.

The following aims and objectives reflect those of the School and the general aims of Cross-Curricular Themes:

**Aim:**

*The School will work with parents and the broader community in order to empower the children in our charge with the knowledge and skills required to become confident and effective members of a modern, multicultural and technological society.*

**Objectives:**

**To encourage confidence and self discipline.**

Young people should develop the skills, attitudes, knowledge and values which enable them to take control of and responsibility for their own lives, fulfilling each individual's potential and ability to do so.

**To foster a sense of fair play, including respect for the law and the rights of others.**

**To respect different ways of life, beliefs, opinions and ideas in order that pupils should:**

- know about their own culture and society and value their own cultural identity.
- be aware of and celebrate cultural diversity, and understand the interdependence of groups within society.
- know about societies and cultures other than their own.
- be aware of the principal ways in which different people interpret the world.
- discover how people in different times and places have reacted to the kinds of issues with which they are now faced themselves.
- understand the interdependence between people, cultures, countries and the environment.

**To promote a respect for the legitimate interests of others.**

**To respect rational argument and the non-violent ways of resolving conflict.**

**To have a constructive interest in community affairs in order that pupils should:**

- understand that human society is constantly changing.
- be aware of other societies and different ways of organising society.
- be able to consider, in a global context, issues which affect them personally.
- be aware of the ways in which their own lives are linked with those of people throughout the world.
- be able to involve themselves constructively in affairs and issues which go beyond their immediate lives and concerns.
- work together to bring about constructive and positive change and to achieve a more just world in which power and resources are more equally shared.

**To have an active concern for human rights.**

**To foster an appreciation of the importance of democratic decision-making.**

Many aspects of a child's environment and experiences have their part to play in the development of a sense of citizenship and the encouragement of self discipline and shared values.

In planning the broad curriculum account is taken of different aspects of the child's environment and experiences.

## **1: THE FAMILY**

The children's appreciation and experience of family life is varied. Close relationships between the School and the home are fostered from an early date. We aim to encourage an understanding of the nature of family life in all its forms:

- by stressing the importance of the family for physical and spiritual well being, parenthood, child development and the fulfilment of emotional and physical needs.
- by taking account of family life cycles, patterns of marriage, family structure and how these change.
- by making pupils aware of the challenges facing family units, e.g. separation, divorce and domestic disputes.
- problems and difficulties in single-parent families.
- by stressing the importance of relationships and responsibilities.
- by considering the images of the family and marriage in the media.

## **2: THE SCHOOL AND BROADER COMMUNITY**

### The School:

The ethos of the School can help to promote the personal and social development of its pupils by:

- encouraging caring attitudes and a desire to participate in events happening in the world around them;
- recognising and valuing the contributions made by the pupils and other members of the school community.
- encouraging close working relationships between staff and pupils.
- encouraging mutual respect, tolerance and open-mindedness.
- encouraging a climate that supports the proper exercise of responsibility through the use of a balanced range of teaching methods, which support the active involvement of pupils in lessons.

### The Broader Community:

Events, organisations and individuals from the wider community have much to offer in the development of a sense of citizenship. We involve the pupils in visits to organisations for the elderly, the power station and the fire, police and library services. By using the community the pupils should:

- develop political literacy and an understanding of political systems.
- know about how schools, unions, firms, multinational companies, banks, pressure groups, international organisations work.
- understand their roles and responsibilities and know about democratic, moral and legal rights etc.
- recognise the links between social organisations, economic awareness and political literacy.

**Citizenship can be taught and learnt in many ways.**

Personal and social development, e.g. role play and general discussion following stories.

Speech, Music and Swimming certificates,  
House points and commendations can give pupils a real sense of personal achievement.

Equal opportunities with regard to gender, race, culture, disability, sexual orientation and class, e.g. the R.E. syllabus addresses the appreciation and respect of different faiths.

Citizenship through community involvement, e.g. involvement in an anti-litter campaign and collecting responses to a questionnaire aimed at local residents.

Acceptable behaviour. Fair/Unfair, i.e. Justice/Injustice.

The media and popular opinion.

Co-operation and conflict.

School visits, trips and residentials, e.g. visits to and from local community groups such as the police and groups for the elderly.

Rights and responsibilities.