



Policy for Citizenship

Intent

- The Citizenship Curriculum at Southgate School intends to provide our pupils with a progressive, meaningful and practical learning experience as they develop their understanding of their roles and responsibilities as active citizens.
- Pupils will develop an understanding of the core British Values with opportunities to use their voice, express likes and dislikes, understand the rules that keep us safe and happy and develop their ability to show mutual respect and equal rights for all.
- Pupil voice will be promoted through daily class-based learning activities where all pupils are listened to and treated fairly and through active engagement with the School Council.
- British Values are integral to whole school assemblies and discussions, where the positive contributions of pupils are celebrated.
- The curriculum is designed to develop the skills, attitudes and understanding our pupils need to take a full and active role in their lives and that of their school, home and wider community.

Implementation

Citizenship is an integral part of daily teaching and learning at Southgate, firmly embedded within The Southgate Way:

- **We look after each other and our school**
- **We speak to each other kindly**
- **We listen to others**
- **We are independent**
- **We try our best**
- **We have safe hands and feet.**

Pupils at Southgate develop an understanding of the basic rules and skills needed to keep themselves healthy and safe through day to day practical learning activities and experiences including cooking in the life skills kitchen, enrichment opportunities such as bike riding and swimming and working towards completion of the Duke of Edinburgh Award.

Pupils are encouraged to take responsibility for themselves and their environment both within the school and beyond into the wider community. Forest School is an integral part of teaching and learning at Southgate and provides an opportunity for pupils to develop a love of nature and the outdoors and begin to take risks and behave responsibly when working together to, for example, build camp fires and dens.

Using the zones of regulation, pupils at Southgate are taught about different feelings and emotions and learn about their own and other people's feelings. Use of visuals and daily check in are used to help promote pupil's ability to identify and communicate about their feelings. Emotional literacy is integral to the daily teaching and learning at Southgate with a strong emphasis on developing pupils understanding, language and communication linked to feelings and emotions.

Pupils at Southgate are encouraged to take part fully in the class and school community through regular communication activities with a focus on listening to one another. Pupil voice is developed through the School Council and a sense of community built through twice weekly assemblies where the positive contributions and key British Values displayed by pupils are celebrated.



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P4C approaches and sessions are being developed across school to develop pupils thinking and communication skills, boost self esteem and develop their awareness of democratic processes through discussion at a developmentally appropriate level. Pupils, where developmentally appropriate, are encouraged to find out information and engage in discussion through watching daily news programmes such as News Round and Look North.

The Citizenship curriculum is embedded within our Identity and Wellbeing curriculum tree alongside RE and PSHE with the Social, Moral, Spiritual and Cultural values and needs of the pupils at its heart.

The Citizenship Curriculum is developed through the semi formal to formal curriculum using developmentally appropriate learning intentions and activities to develop each pupils sense of self, others and community.

Pupils are encouraged from a young age to engage with key people around them, developing understanding of the roles of people close to them and beginning to engage with the wider community and develop a sense of self.

Pupils across school are given daily opportunities to develop the skills to communicate choices and opinions through whatever communication tool or strategy is most appropriate to them encouraging them to actively participating in their community e.g. making nurture breakfast selections.

As pupils move through our formal curriculum they are given opportunities and experiences through which to broaden the skills needed to make positive and informed decisions, reflecting the needs of themselves and others in their community. Our pupils begin to deepen their understanding of their rights and responsibilities as citizens within different groups and will gain confidence to take positive action for the benefit of themselves and others.

Impact

The Curriculum Coordinator will use work monitoring, pupil voice, planning moderation and patterns reflected in learning walk feedback to assess the quality of the curriculum and the progression of pupils. All of these processes will be completed regularly throughout the year and will be overseen and monitored by SLT.

SMSC and British Values

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This has become termed as spiritual, moral, social and cultural (SMSC) development, and in advice from the Department for Education, November 2014, should include the promotion of fundamental British values. 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.

Enquiries and questions

The school welcomes enquiries or questions about Citizenship. In the first instance parents should contact their child's class teacher.