

RED ROSE SCHOOL CITIZENSHIP POLICY & PREVENT DUTY

Updated: January 2021

Sec2 Chapter

3

National curriculum in England: citizenship programmes of study (Sep 13)

Statutory programmes of study for citizenship at key stages 3 and 4. They should be taught in all maintained schools in England from September 2014.

Outline

A high-quality citizenship 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.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- 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.

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Profile of an educated global citizen with specific reference to sustainability:

An educated global citizen:

Understands

- how the natural world works.
- the interdependence of humans and the environment.
- understands the precepts of sustainability.
- how human population dynamics, resource utilization, consumption and production patterns can affect the bio-sphere.
- interdependence of human health, well being and the environment, and social and economic systems.
- root causes of poverty, inequity, and social in justice.

Will act to ensure

- the conservation and improvement of the bio-sphere.
- the eradication of absolute poverty.
- the promotion of appropriate technologies in the furtherance of equity and well being.

Qualities of a global citizen:

- communicative
- sustainability minded
- educated critical thinker
- compassionate
- courageous
- looking forward
- open-minded
- participatory

WHAT IS CITIZENSHIP EDUCATION?

The Crick Report (the report of the Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools) identified three inter-related strands that should form the basis for all citizenship education:

SOCIAL AND MORAL RESPONSIBILITY

Pupils should learn about socially and morally responsible behaviour through classroom activities and discussion and through experiences beyond the classroom. This responsible behaviour should be shown to each other and to all members of their various communities.

COMMUNITY INVOLVEMENT

Pupils should learn about the benefits of becoming helpfully involved in their communities, beginning with their families through to a consideration of service that they can offer to (and receive from) the school, neighbourhood, local, national and global community.

POLITICAL LITERACY

Pupils should learn about the workings of our democracy from local through to national/ international. They should learn the skills and values necessary to make themselves effective in the life of their community. This strand should mean much more than just political knowledge.

WHY IS IT IMPORTANT?

Citizenship education is important because it allows pupils to gain the knowledge, skills and understanding to help them play an effective role in society. It will help them become knowledgeable, considerate and responsible citizens in the classroom and beyond. It encourages them to play a helpful role in their own communities and gives them greater insight into the way democracy and the economy work. It encourages respect for all and develops pupils' abilities to debate and reflect on issues of concern.

CITIZENSHIP POLICY

The school will facilitate pupils in gaining the knowledge, skills and understanding to help them play an effective role in society. Pupils will learn about:

- ✓ socially and morally responsible behaviour.
- ✓ the benefits of becoming helpfully involved in their communities, including the workings of our democracy.

This policy is reinforced by many other School policies, particularly those concerned with Spiritual, Moral, Social & Cultural Education, Sex and Relationships and Drugs Education.

Pupils must have the opportunity to acquire knowledge to develop a respect for facts and the truth so as they are able 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 and developing an awareness of the right, based on firm Christian principles, to equal treatment for all.

AIMS AND OBJECTIVES

The following aims/objectives relate to Citizenship and naturally reflect the general aims of the School. The aims are divided into four sections relating to the different strands of citizenship:

1. Aspects of Key Skills - particularly those related to communication, working with others and problem solving
2. Social and moral responsibility
3. Political literacy
4. Responsible community involvement

AIMS AND OBJECTIVES - ASPECTS OF KEY SKILLS

To develop the skills of enquiry, communication, responsible participation, active listening and reflection and thus gain in confidence and self-discipline, pupils should:

- ✓ think about and research a topic by analysing information from a variety of sources and show an awareness of the use/abuse of statistics
- ✓ contribute to group and exploratory class discussions, helping to move the discussion on
- ✓ take part in informal and formal debates
- ✓ consider, express, explain, justify, defend and critically evaluate (orally and in writing) their own and other's opinions
- ✓ practise communication and social skills
- ✓ respect rational argument and show a readiness and an ability to negotiate and amend their opinion in order to reach a consensus and resolve conflict reasonably using non-violent ways
- ✓ read articles and published material, identify the main points and summarise the information

To develop the skills of working effectively with others, pupils should:

- ✓ plan what to do and agree responsibilities when working in a team - fulfil own responsibility as agreed at the start of the project or as amended through negotiation with other team members
- ✓ try to maintain positive and co-operative working relationships with other team members whilst overcoming difficulties encountered in the project
- ✓ reflect on own performance, other team members' performance and that of the team as a whole - share ideas to improve performance

To develop the skills of problem solving, pupils should:

- ✓ consider a problem, understand it and think about possible ways to solve it
- ✓ plan and try out a solution, monitor progress and make amendments as necessary
- ✓ follow the solution procedure, checking and describing the solution
- ✓ reflect on the solution and the process involved, considering other possible approaches

AIMS AND OBJECTIVES - SOCIAL & MORAL RESPONSIBILITY

To foster a sense of fair play, including respect for the law and the rights of others, pupils should:

- ✓ know about their own and other's legal rights and responsibilities (including Health and Safety) which underpin society and the role and operation of the criminal and civil justice systems
- ✓ know about their own and other's human rights and responsibilities which underpin society
- ✓ understand the rights and responsibilities of consumers, employers and employees in the U.K. (including Health and Safety)

To respect different ways of life, beliefs, opinions and ideas, pupils should:

- ✓ know about their own culture and society and value their own cultural identity
- ✓ be aware of and celebrate cultural diversity, showing respect for cultures other than their own
- ✓ understand that people, cultures, countries and the environment are interdependent at all levels, and the related implications such as the repayment of Third World debt and the need for sustainable development
- ✓ know about the origins, and understand the implications of, the diverse national, regional, religious and ethnic identities, societies and cultures in the U.K.
- ✓ 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 have been faced
- ✓ be aware that even in this country there is a huge range of living standards and life experience, with many not sharing the advantage of having carers in stable employment and sufficiency in household income

AIMS AND OBJECTIVES - POLITICAL LITERACY

To foster an appreciation of democracy and the democratic process, pupils should:

- ✓ understand the purpose and procedures of Parliament, the Government and the courts in making and shaping the law
- ✓ understand how the economy operates, including the role of individuals, businesses (including financial services) and the Government. Pupils should be particularly aware of how the public services are financed, and be aware of the opportunities to contribute to those services
- ✓ understand the electoral system and the importance of playing an active part in it - including voting
- ✓ be aware of opportunities and difficulties for individuals and groups (local, national and international) to bring about social change at all levels
- ✓ understand the U.K.'s relations with other countries, especially with the European Union, Commonwealth and United Nations

To foster an appreciation of how opinion is moulded by different sections of society, pupils should:

- ✓ understand the role of the media in society, including the Internet, particularly how it can provide information and affect public and personal opinion
- ✓ understand the importance of a 'free press' and the conflicting demands placed upon it by different sections of society and shareholders

AIMS AND OBJECTIVES - RESPONSIBLE COMMUNITY INVOLVEMENT

To have a constructive interest in community affairs, pupils should:

- ✓ understand that human society is constantly changing
- ✓ understand that we now live in an interdependent global community and that their own lives are linked with those of people throughout the world
- ✓ understand the major political, economic, environmental and social implications and responsibilities of an interdependent global community
- ✓ 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 able to involve themselves constructively in affairs and issues which go beyond their immediate lives and concerns, e.g. by participating responsibly in school or community-based activities
- ✓ be able to work together to bring about constructive and positive change, to achieve sustainable development, and a more just world in which power and resources are more equally shared

MODES OF DELIVERY

Many aspects of a child's environment and experiences have their part to play in the development of citizenship, and the encouragement of self-discipline and shared values. In planning the scheme of work and the delivery of Citizenship, account is taken of three different factors affecting the child's environment, experiences and development of Citizenship.

FACTOR 1: THE FAMILY

The School and a pupil's family must work together in developing and reinforcing a sense of citizenship. 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 making pupils aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, terms imprisonment, financial difficulties

FACTOR 2: THE SCHOOL COMMUNITY

The School can help to promote citizenship 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 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 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
- ✓ direct teaching of Citizenship and addressing Citizenship issues in other subjects

FACTOR 3: THE BROADER COMMUNITY

Events, organisations and individuals from the wider community have much to offer in the development of Citizenship. For example, pupils visit homes for the elderly and the Magistrates Court, local community police officers visit the school. 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 and international organisations operate
- ✓ understand their roles and responsibilities and know about democratic, moral and legal rights, etc
- ✓ learn about and pursue some of the many opportunities they have to involve themselves responsibly and effectively in the local community

NATIONAL CITIZENSHIP SERVICE

The school's 15 to 16 year olds take part in



regular NCS activities.



PREVENT DUTY

Prevent duty guidance for Scotland and England and Wales: Published 12 March 2015; Last updated 10 April 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

As a staff we have a duty to our pupils and parents to do all we can to prevent Radicalisation and Violent Extremism in school.

Radicalisation

Defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Preventing Radicalisation in school

Building resilience in our young people and the promotion of fundamental British values is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss controversial issues, and we give them the knowledge and confidence to challenge extremist beliefs and ideologies.

Our new prevent duty, is carried out under the Counter-Terrorism and Security Act 2015, which legally requires us to take steps to prevent pupils from being drawn into terrorism. We take this duty seriously and carry out the four main actions responsibly, namely: risk assessment, working in partnership, staff training and IT policies. **If we assess a child as at risk, we will refer to the Channel Programme (*refer immediately to Pan Lancashire Procedures*)**, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Channel: Referral and Intervention Processes

In the Lancashire area, the police have established a bespoke process known as 'Channel', which has established an alternative mechanism for referring vulnerable individuals and for making responses and providing support.

Staff working with children should use the model below to assist them in identifying and responding to concerns about children who may be vulnerable to radicalisation or being drawn into violent extremist activity.

Potential indicators identified by the Channel Guidance include:

- Use of inappropriate language;
- Possession or accessing violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Articulating support for violent extremist causes or leaders;
- Using extremist views to explain personal disadvantage;
- Joining or seeking to join extremist organisations;
- Seeking to recruit others to an extremist ideology.