



# King David Primary School

## Citizenship Policy

### **Introduction**

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society. In promoting their spiritual, moral, social and cultural development, it enables them to be more self-confident and responsible, both in and beyond the classroom. It comprises all aspects of schools' planned provision to promote their children's personal and social development, including health and well-being. Pupils will be encouraged to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. Citizenship encourages respect for different national, religious and ethnic identities, giving them values so that they can develop their ability to take part in discussions. Through the teaching of Orthodox Jewish values, likewise fundamental British values are promoted, which guide the children in developing their sense of national identity.

### **Promoting self-awareness, positive self-esteem and confidence, in children and young people, requires them to:**

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Be able to distinguish right from wrong and to respect the civil and criminal law of England
- Play an active role as members of a democratic society
- Acquire a broad general knowledge and respect of public institutions and services in England
- Make the most of their own and others' abilities.

### **Promoting Key Skills**

- *Social and moral responsibility.* Pupils learning from the very beginning self-confidence together with socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.
- *Community involvement.* Pupils learning how to become helpfully involved in the life and concerns of their neighbourhoods and communities, including learning through community involvement and service.
- *Political literacy.* Pupils learn about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.

### **Promoting other aspects of the curriculum**

- Thinking skills – through helping pupils to use reasoning and understand that action should be through enquiry and evaluation
- Financial capability – understanding and appreciating the value of money and the relationship between earning and spending

### **How these aims fit into the curriculum**

- Building on what is done already in school through RE and PSICHE
- Helping children value their achievements and to come more secure, motivated, confident and independent learners
- Helping to promote equal opportunities for all

- Linking in with Health Education
- Helping pupils deal with risk and the challenges of life now and in the future
- Encouraging awareness of issues within each curriculum area
- Using “Circle Time” to promote relationships and understanding of others’ needs
- Ensuring that playtimes are an opportunity for pupils to put some of the skills learned into action
- Creating effective learning environments in which all pupils have the opportunity to flourish, identifying their values and skills in order that they may strive to live up to them and their potential

### **Benefits**

Society gains healthier and more active children, who are confident that they can participate in community affairs.

### **Flexibility**

- Citizenship does not have to be taught sequentially
- Depth of study and emphasis can be varied depending on subjects taught
- Guidelines can be used innovatively to promote knowledge, skills and understanding in a coherent way
- It can promote value in keeping with their local community
- It can reflect the principles from the statement on inclusion in *The National Curriculum Handbook for primary teachers in England*, e.g.
  - Setting suitable learning challenges
  - Responding to pupils’ diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- It can promote continuity and progression from prior learning.