

**Non-Statutory - 3 Years**

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## **FURZEDOWN**

### **CITIZENSHIP POLICY**

#### **INTRODUCTION**

- Develop good relationships, respecting and valuing the differences between people.
- An awareness of roles within society, continue to encourage healthy living.
- Awareness of Rights and Responsibilities in Society, both locally and globally.
- Concern and care for the environment, both locally and globally.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Prepare for an active role as citizens, meeting the challenges of life.
- To learn about being an active citizen in a democratic society.

#### **KEY SKILLS**

- Develop interdependence and responsibility.
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
- Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.
- Have mutual respect and co-operation through and appreciation and understanding of the differences between people.

#### **UNICEF Articles:**

- 1 – definition of the child
- 2 – non-discrimination
- 3 – best interests of the child
- 4 – implementation of the Convention
- 8 - protection and preservation of identity
- 12 – respect the views of the child
- 14 – freedom of thought, belief and religion
- 15 – freedom of association
- 29 – goals of education
- 30 – children from minority or indigenous groups
- 31 – leisure, play and culture

## **IMPLEMENTATION**

- Weekly timetabled slot for PSHE/Citizenship.
- Discrete classroom input.
- Maintaining and extending links with the community.
- Assemblies.
- Responsibility to raise awareness of own class charities.
- Response to topical situations/school council/school journeys and trips.
- Geography focus fortnight and Rights week.
- UNICEF – Level 2 accreditation
- Use the criteria of RRSA to audit and ensure that all children have access to information about rights and responsibilities.'
- Geography Quality Mark Gold

## **MONITORING AND ASSESSMENT**

- Helping staff / parents / community.
- Rights and responsibility displays.
- Mentoring of newcomers to class.
- Charity work.
- Learning outcomes.
- Children's work.
- Rewards and sanctions books.
- Class Charters.
- Playground friends and Bully Buddies monitoring books.
- School Council monitoring book

## **PERFORMANCE INDICATORS**

- Weekly class council meetings
- Monthly school council meetings
- Greater use of rewards book.
- Less use of sanctions book.
- Invited guests to input children.
- Active school council, Eco monitors, playground friends, Bully Buddies and UNICEF ambassadors.

## Global Citizenship: knowledge and understanding

| Knowledge and understanding | Social justice and equity.                                      | <u>Diversity</u>   | Globalisation and interdependence  | <u>Sustainable development</u>   | <u>Peace and conflict</u>   | UNICEF articles  |
|-----------------------------|---|--|--|--|---|--|
| <b>Pre KS1</b>              | What is fair/unfair<br><br>What is right and wrong              | Awareness of others in relation to self<br><br>Awareness of similarities and differences between people              | Sense of immediate and local environment<br><br>Awareness of different places  | Living things and their needs<br><br>How to take care of things<br>Sense of the future                                 | Our actions have consequences   | <b>Article 2 ( Non-discrimination)</b><br>What is right and wrong  |
| <b>KS1</b>                  | Awareness of rich and poor                                      | Greater awareness of similarities and differences between people   | Sense of the wider world<br><br>Links and connections between different places | Our impact on the environment<br><br>Awareness of the past and the future  | Conflicts past and present in our society and others<br><br>Causes of conflict and conflict resolution - personal level | <b>Article 27 (Adequate standard of living):</b><br>Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing. |
| <b>KS2</b>                  | Fairness between groups<br><br>Causes and effects of inequality | Contribution of different cultures, values and beliefs to our lives<br><br>Nature of prejudice and ways to combat it | Trade between countries<br><br>Fair trade                                      | Relationship between people and environment<br><br>Awareness of finite resources<br><br>Our potential to change things | Causes of conflict<br><br>Impact of conflict<br><br>Strategies for tackling conflict and for conflict prevention        |  |

## Global Citizenship: skills

| Skills  | Critical thinking   | Ability to argue effectively   | Ability to challenge injustice and inequalities              | Respect for people and things   | Co-operation and conflict resolution   | UNICEF articles   |
|---------|---|--|--|---|--|---|
| Pre KS1 | Listening to others<br><br>Asking questions                                   | Expressing a view  | Beginning to identify unfairness and take appropriate action | Starting to take care of things - animate and inanimate<br><br>Starting to think of others                        | Co-operating<br>Sharing<br><br>Starting to look at resolving arguments peacefully<br><br>Starting to participate | <b>Article 13 (Freedom of expression):</b> Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing. |
| KS1     | Looking at different viewpoints.<br><br>Developing an enquiring mind.         | Beginning to state an opinion based on evidence.                           |  | Empathising and responding to the needs of others.<br><br>Making links between our lives and the lives of others. | Tact and diplomacy<br><br>Involving/<br>including society and others.  |   |
| KS2     | Detecting bias, opinion and stereotypes<br><br>Assessing different viewpoints | Finding and selecting evidence<br><br>Beginning to present a reasoned case | Recognising and starting to challenge unfairness             | Making choices and recognising the consequences of choices  | Accepting and acting on group decisions<br><br>Compromising  |   |

## Global Citizenship: values and attitudes

| Values and attitudes | Sense of identity                       | Empathy and sense of common humanity            | Commitment to social justice and equity                                 | Valuing and respecting diversity   | Concern for the environment and commitment to sustainable development  | Belief that people can make a difference  | UNICEF articles.<br>Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others. |
|----------------------|---|---|---|--|--|---|---|
| Pre KS1              | Sense of identity and self-worth        | Concern for others in immediate circle          | Sense of fair play  | Positive attitude towards difference and diversity   | Appreciation of own environment and living things<br><br>Sense of wonder and curiosity                               | Willingness to admit to and learn from mistakes   |   |
| KS1                  | Awareness of and pride of individuality | Interest and concern for others in wider sphere | Sense of personal indignation<br><br>Willingness to speak up for others | Valuing others as equal and different<br><br>Willingness to learn from the experiences of others | Concern for the wider environment<br><br>Beginning to value resources<br><br>Willingness to care for the environment | Awareness that our actions have consequences<br><br>Willingness to co-operate and participate |   |
| KS2                  | Sense of importance of individual worth | Empathy towards others locally and globally     | Growing interest in world events<br><br>Sense of justice                | Growing respect for difference and diversity   | Sense of responsibility for the environment and the use of resources   | Belief that things can be better and that individuals can make a difference                   |   |

