



Linslade Lower School

Citizenship Policy

Governor Approval: Jan 2024

Review Cycle: Triennial

Policy review chronology:

January 2015	New policy	Approved
March 2018	Review. No additions.	Approved
January 2021	Added one sentence to introduction re drivers.	Approved
January 2024	No changes	Approved

Linslade Lower School Citizenship Policy

Introduction

At Linslade Lower School we have chosen to include citizenship as part of our wider school curriculum even though it does not form part of the statutory national curriculum for primary school pupils. Citizenship is one of our four curriculum drivers. We believe that young children are able to effectively contribute as citizens of the school and wider community. Citizenship is threaded through many curriculum subjects as well as the ethos and routines of our school. This policy draws together all of the opportunities to develop citizenship. By focusing on citizenship at an early age we believe that the children will be better prepared for their future lives.

Policy links

This policy links to our policies for:

- Equality
- Teaching and learning
- Curriculum
- Behaviour

and it demonstrates how we actively promote British values.

Citizenship Curriculum

An emphasis on citizenship will enable children to develop many positive attributes and an understanding of the contribution they can make as children and adults. In particular we endeavor to nurture a sense of belonging, self-confidence, pride in their achievements and those of others, opportunities to exercise responsibilities and the ability to express opinions whilst respecting those of others.

Throughout our teaching we aim to give the children a variety of stimulating experiences through which to explore the local area and beyond so that they can begin to understand and appreciate the wonder and diversity of the world. As the children progress through the school they are taught to voice opinions and justify them, to listen to differing points of view and to participate in more formal debates.

We recognise that the children are citizens of:

- the school
- the local community
- the United Kingdom
- the wider world

Citizens of the school:

Children are helped to develop positive relationships with their peers and adults in the school. The school rules (appendix 1) promote fairness, politeness and the care of people and property. The values curriculum (appendix 2) and its associated 'value of the month' equips children with social and relationship skills and positive attitudes to succeed in school and throughout their lives. To ensure that 'pupil voice' is heard children participate in circle groups (from year 1), circle time and pupil questionnaires. Children are taught to be effective speakers and listeners. Children are taught to respect and thank others for their contribution for example, each July all children participate in the annual 'helpers' tea' by providing entertainment and serving refreshments to all of the adult volunteers who have given their time to the school during the year.

In the **Early years** (nursery and reception) children are helped to develop relationships and play / work with children and adults beyond those in their immediate family. Children learn to use resources carefully and help to tidy them away. They learn the school routines and begin to take on age appropriate responsibilities. They learn about the roles of different adults in the school and have opportunities to do some activities e.g. reading with older children.

In **Key Stage 1** children begin to take greater responsibility in the classroom for example carrying out regular tasks as a classroom monitor. In the fortnightly circle group meetings they are able to express their opinions and help to make decisions about school matters. We encourage children to be good hosts to visitors by allowing them to 'meet and greet' at school events. In **Key Stage 2** children have the opportunity to have responsibility for tasks beyond the classroom e.g. milk monitor, fruit monitor, music monitor and play leader. In the fortnightly circle group meeting year 4 pupils take it in turns to lead and take notes of the meeting and they are responsible for collecting younger pupils from their classrooms.

Citizens of the local community:

In each key stage there are curriculum opportunities for learning about the local area. Children have the opportunity to visit local places e.g. the church, the canal, the war memorial, local shops and to study local features like housing.

Children contribute to local events e.g. singing events, contributing to the Christmas tree festival at the local church and sporting events with other schools.

Visitors from the local area come into school e.g. the fire service, local vicar to support the children's learning.

Citizens of the United Kingdom:

Within the long-term curriculum plan there are opportunities to learn about the countries and regions of the United Kingdom. In geography children compare different features and in history they learn about significant events and people. Important events like Remembrance Day and jubilees are marked and celebrated where appropriate, as are significant religious and secular festivals like Christmas, Easter, Eid, Chinese New Year and fireworks night. Children are introduced to the diversity of the United Kingdom through learning about different faiths and visiting different places of worship.

Children help to raise money for a variety of charitable causes that support people at home for example Children in Need and the British Legion poppy day appeal.

Citizens of the wider world:

Within the long-term curriculum plan there are opportunities to learn about the continents and features of some countries of the world. Children compare our locality and the United Kingdom with other places in the world. Within the curriculum children explore current issues like the deforestation of the rain forest.

Children in key stage 2 learn French and the languages of our bilingual children are celebrated.

Children help to raise money for a variety of charitable causes outside the United Kingdom for example the rainforest protection and Comic Relief.

British values

Schools are obliged to actively promote British values through the curriculum and other school activities, we believe the citizenship curriculum will be effective in doing this.

British values are:

Ofsted version	DfE version
democracy	respect for democracy and support for participation in the democratic process
the rule of law	respect for the basis on which the law is made and applies in England
	support for equality of opportunity for all

individual liberty	support and respect for the liberties of all within the law
mutual respect and tolerance of those with different faiths and beliefs	respect for and tolerance of different faiths and religious and other beliefs

An explanation of how these are developed in school can be found in on the school website and in appendix 3.

Monitoring and evaluation

Citizenship will be monitored by subject leaders and the leadership team as part of the normal evaluation cycle, details of which are in the school plan.

Policy dissemination

This policy will be shared with staff in staff meetings and on induction. It will be available to staff and the wider community on the school website.

Policy review

This policy will be reviewed by the governing body triennially.

Appendix 1

Code of behaviour

We expect children at Linslade Lower School to:

- be polite and friendly
- be helpful and kind
- be truthful and honest
- be considerate and respectful towards others
- take care of people and property
- accept responsibility for their own actions

Appendix 2

Values education -Values and their meaning

September	October
CO-OPERATION • Is helping one another • Is working together with patience • Is collective effort to reach a goal	RESPECT • Is knowing I am unique and valuable and others are too • Is liking who I am • Is listening to others •
November	December
RESPONSIBILITY • Is being fair • Is doing my share of the work • Is taking care of myself and others	PEACE • Is when we get along • Is having positive thoughts for myself and others • Begins within each one of us
January	February
HONESTY • Is telling the truth • Is trust • Is being true to yourself and to others	TOLERANCE • Is accepting myself and others • Is knowing we are all different • Is being understanding and open minded
March	April

HAPPINESS • Is love and peace inside • Is knowing I am loved • Is giving everyone good wishes	FORGIVENESS • Is listening to others when things go wrong • Is accepting an apology and staying friends • Is not blaming others
May	June
LOVE • Is caring and sharing • Is feeling safe • Is wanting the best for all	EXCELLENCE • Is being the best you can be • Is aiming for the highest goal • Is always trying your best
July	
FRIENDSHIP • Is caring for each other • Is trusting each other • Is having fun together	

Appendix 3

Linslade Lower School British Values

Schools are obliged to actively promote British values through the curriculum and other school activities. They should challenge pupils, staff or parents who express opinions contrary to British values.

What are British values ?

Ofsted version	DfE version
democracy	respect for democracy and support for participation in the democratic process
the rule of law	respect for the basis on which the law is made and applies in England
	support for equality of opportunity for all
individual liberty	support and respect for the liberties of all within the law
mutual respect and tolerance of those with different faiths and beliefs	respect for and tolerance of different faiths and religious and other beliefs

How do we actively promote British values at Linslade Lower School?

Democracy:

- Enable children to express opinions and be involved in decision making in our regular circle groups and in surveys.
- Children contribute to class debates as part of the English curriculum in key stage 2.
- Children learn about 'people who help us' (public services) in the early years curriculum.
- The PSHE curriculum teaches children strategies for solving perceived injustice peacefully.

Rule of law:

- Children learn about the school rules and why we have them.

- They develop their understanding of right and wrong; fair and unfair.
- They learn that rules help everyone to be safe.
- A home school agreement is signed by pupils and parents.

Individual liberty:

- The school ethos and PSHE lessons encourage children to develop their self- knowledge, self-esteem and self-confidence.
- Children are given opportunities for responsibilities e.g. classroom monitors, sports leaders, milk / fruit monitor and circle group leader (year 4).
- Participation in anti-bullying week activities each year.
- Pupil voice is promoted in our regular circle groups.

Respect and tolerance:

- The school ethos promotes respect for all.
- Spiritual, moral, social and cultural curriculum promotes respect for all cultures.
- Curriculum topics explore a range of other countries and cultures.
- Visits are made to places of worship.
- In the RE curriculum children learn about other faiths.
- Thinking skills and 'super six learning powers' encourage reflection and critical thinking. They are taught throughout the curriculum.
- Similarities and differences between people and families, including those of different faith and ethnicity or with disabilities are discussed throughout the curriculum.