

Citizenship in PSHE Audit 2022/2023

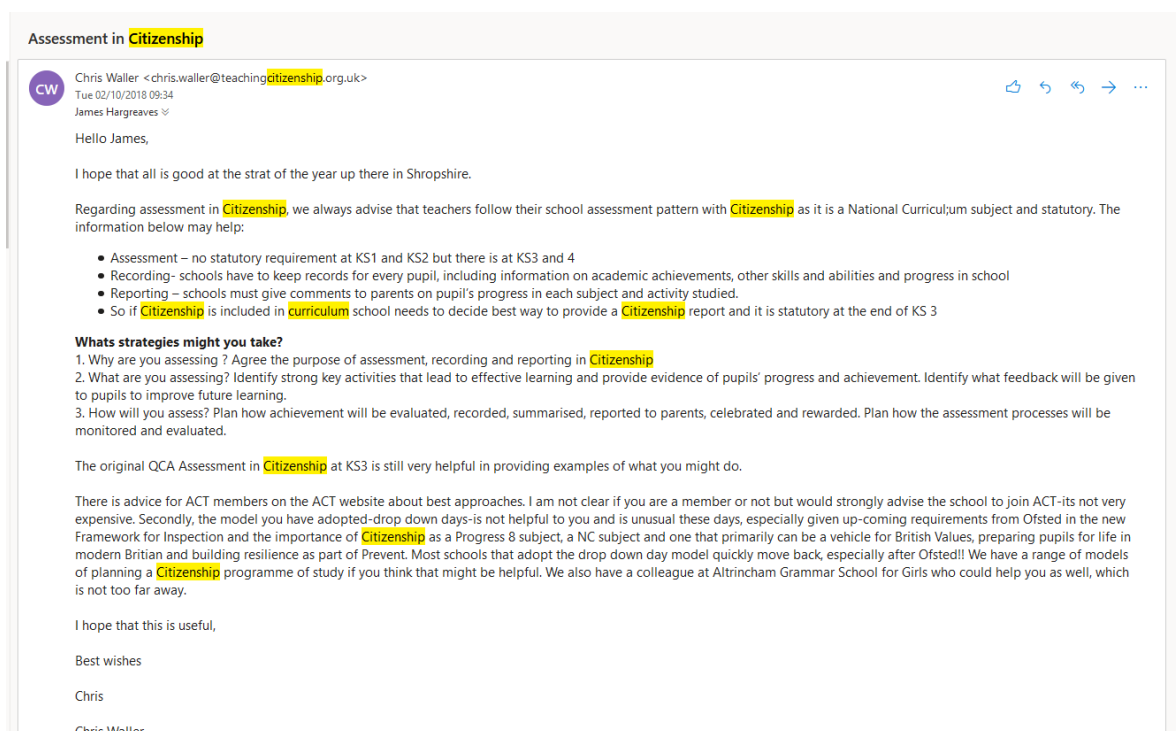
Citizenship as a subject is not taught as a standalone subject at Thomas Adams, instead it is embedded within the PSHE Programme which consists of My Future Days, Assembly Programme and Form Time activities.

Purpose of study

The school follows the Department for Education's *Citizenship programmes of study: key stages 3 and 4 (2013)*. Which follows the aim of preparing pupils "to play a full and active part in society." (DofE 2013) The school feels this is a key responsibility and as such the PSHE curriculum aims to develop and nurture pupils' understanding of society and how they can become a greater part of it. The purpose of this study is to quality ensure that the school is covering the topics recommended by the DfE.

Assessments

The school complies with the DofE's recommendation to assess citizenship following confirmation of the need to assess the subject by Chris Waller of the Citizenship Association.



Assessment in **Citizenship**

Chris Waller <chris.waller@teaching**Citizenship**.org.uk>
Tue 02/10/2018 09:34
James Hargreaves ✓

Hello James,

I hope that all is good at the strat of the year up there in Shropshire.

Regarding assessment in **Citizenship**, we always advise that teachers follow their school assessment pattern with **Citizenship** as it is a National Curriculum subject and statutory. The information below may help:

- Assessment – no statutory requirement at KS1 and KS2 but there is at KS3 and 4
- Recording - schools have to keep records for every pupil, including information on academic achievements, other skills and abilities and progress in school
- Reporting – schools must give comments to parents on pupil's progress in each subject and activity studied.
- So if **Citizenship** is included in **curriculum** school needs to decide best way to provide a **Citizenship** report and it is statutory at the end of KS 3

Whats strategies might you take?

1. Why are you assessing? Agree the purpose of assessment, recording and reporting in **Citizenship**
2. What are you assessing? Identify strong key activities that lead to effective learning and provide evidence of pupils' progress and achievement. Identify what feedback will be given to pupils to improve future learning.
3. How will you assess? Plan how achievement will be evaluated, recorded, summarised, reported to parents, celebrated and rewarded. Plan how the assessment processes will be monitored and evaluated.

The original QCA Assessment in **Citizenship** at KS3 is still very helpful in providing examples of what you might do.

There is advice for ACT members on the ACT website about best approaches. I am not clear if you are a member or not but would strongly advise the school to join ACT-its not very expensive. Secondly, the model you have adopted-drop down days-is not helpful to you and is unusual these days, especially given up-coming requirements from Ofsted in the new Framework for Inspection and the importance of **Citizenship** as a Progress 8 subject, a NC subject and one that primarily can be a vehicle for British Values, preparing pupils for life in modern Britain and building resilience as part of Prevent. Most schools that adopt the drop down day model quickly move back, especially after Ofsted!! We have a range of models of planning a **Citizenship** programme of study if you think that might be helpful. We also have a colleague at Altrincham Grammar School for Girls who could help you as well, which is not too far away.

I hope that this is useful,

Best wishes

Chris

Chris Waller

As such citizenship is the main focus of assessments during PSHE days. The assessments involve group work where pupils have to produce a short presentation on the question given. Teachers use a matrix grid to find a best fit and reward pupils the grade.

Analysis

The school currently teaches all but 1 of the areas recommended by the DfE recommended subjects which is the;

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.

The curriculum covers local and regional, however, international is missing.

Attempts to include this within the programme shall be attempted during the course of 2022/23 with an amendment to the current programme as part of the form time programme.

The school teaches some aspects of the Citizenship curriculum frequently.

At Key Stage 3, this includes:

- 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

At Key Stage 4, this includes:

- 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

Actions

- Include the outstanding curriculum area as part of the form time programme.