



Graveney School

Graveney School Citizenship Policy Adopted by the Governing Body

Graveney School Citizenship Policy	
DATE REVIEWED	February 2026
Next review	February 2028

To be read in conjunction with the Safeguarding /Child Protection/ Looked After Learners/Diversity and Anti-racism in the Curriculum and Equalities policies and the Graveney Trust Statement on Preventing Radicalisation.

Graveney School Citizenship Policy

Policy statement / rationale

At Graveney we recognise that education in citizenship is a vital part of a young person's full educational entitlement, and helps prepare our pupils for the opportunities, responsibilities and experiences of adult life in modern Britain. We believe that education for citizenship gives students the knowledge, understanding and skills to play an effective role in society at local, national and international levels and so plays a vital part in understanding our diverse society and contributing to community cohesion.

The Prevent Duty guidance for schools recommends building students' resilience to radicalisation by providing a safe environment for debating controversial issues helping them to understand how they can influence and participate in decision-making. We meet these requirements through both PSHE and Citizenship in themes that are embedded into lessons as well as in the wider life of the school.

Aims and objectives

We aim to:

- Foster the key values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promote the spiritual, moral, social and cultural development of all our pupils and celebrate this development
- Develop knowledge and understanding of democracy, government and how laws are made and upheld
- Equip all our pupils with the skills and knowledge to consider issues critically, to weigh evidence, to debate and to make reasoned arguments so that our pupils develop into responsible citizens who understand and value their society and are ready to play their part within it.

Statutory requirements

- In the UK education is devolved to the separate legislatures and executives in Scotland, Wales and Northern Ireland. This means there are different arrangements in each jurisdiction for Citizenship education and what must be taught.
- In England Citizenship is a subject in the primary and secondary school curriculum and teaching requirements are set out in statutory programmes of study in the National Curriculum for key stage 3 and key stage 4
- The Department of Education outlines the details of the national curriculum in their "[Citizenship Programme of Study](#)"

Curriculum organisation and delivery

The development of the knowledge, understanding and skills necessary to become responsible citizens permeates all aspects of our pupils' life at Graveney:

Curriculum organisation:

- There are discrete lessons in Citizenship, delivered as part of the curriculum, at Key Stages 3, 4 and 5.
 - Y7-10 receive some initial citizenship content through the PSHE programme of study in the Autumn and Spring term. The discrete citizenship programme commences for these year groups towards the end of the spring term until the end of the academic year. Students in Y7-10 receive a one hour timetabled session per week
- In Y11, students are not timetabled to have PSHE or Citizenship; there are 'Y11 Drop Down Days' (days or partial days where students are off timetable) which allow students to extend their understanding of the world around them. *These sessions can be delivered 'in house' or by external providers who have been carefully vetted by the school*
- Citizenship has also been incorporated into the Y12 PSHE programme which, although not statutory, has been developed in response to student feedback with a focus on staying safe, knowing your rights and managing finances. External agencies such as 'Wize Up' and 'The Red Cross' have made regular visits to the school, providing sixth formers with sessions to prepare them for university and beyond. Elements of citizenship education are also embedded in the Y12 tutorial programme for greater coverage.
- Specific aspects of Citizenship are also included in the schemes of work of all other Departments, particularly RS (Religious Studies), History, Geography, English, Science and Maths
- School and year assemblies and presentation evenings consistently promote and celebrate the values which contribute to students becoming well rounded and active citizens both in school and beyond.
- The Student Voice programme, including the School and Year Councils, provides opportunities for all pupils to participate in democratic processes and to understand the part individuals play in influencing decision making processes.
 - The Senior Prefect team are elected through a formal process of campaigning, interviews and hustings and posts have been updated to reflect changes in wider society; this includes a move to Head Students and the creation of an Equalities Officer role. All students in the Sixth Form receive an individual vote for each position; in KS3 & KS4 tutor groups' debate and select their chosen candidates collectively based on the published manifestos.
- The societies and wider enrichment opportunities available for all key stages, provides a student-led space for issues to be debated in controlled settings; these can then be fed into either the Senior Prefect meetings or with SLT
- Our wide range of pastoral and extra-curricular activities including charity work, music, drama, sport, the Duke of Edinburgh Award Scheme, and a variety of trips, cultural visits and lectures, provides opportunities for pupils to work together, to appreciate and respect their own culture and the cultures of

others, to contribute actively to society through fundraising and volunteering, and to gain an understanding of the wider society in which they live

- The routines and policies that govern everyday life in a large institution, for example our behaviour policy and our respect code, enable our pupils to learn right from wrong, to respect and value others, and to balance their own needs with those of the community. This links back to the section above about explicitly teaching students about the protected characteristics identified in the Equalities Act and the need to protect individual citizens.
- The whole school focus on identifying and eliminating discrimination including our “Talk to Us” flowchart, assemblies, key events in the calendar and the student version of our equalities policy in planners have kept this aspect of our work at the forefront of all we do. We have also adopted a “call out/call in/call on” model for shaping conversations around discrimination which has been shared with staff and governors via INSED. It has been shared with students in planners, referenced in assemblies and the tutorial programme and is being cascaded down through Citizenship lessons.
- As referred to earlier, we also work in partnership with outside agencies including the police, TFL, Beyond Equality and Protection Approaches as a way of reinforcing the importance of community and tolerance. All outside agencies and partners are appropriately vetted by the Principal.

Content delivery for Y7-11:

The citizenship curriculum is delivered by teachers who have been trained to teach PSHE and Citizenship, and are skilled in delivering sensitive content and managing debates and discussions within the classroom. The PSHE and Citizenship curriculum uses resources from a wide range of sources such as: The Association of Citizenship teaching (ACT), The PSHE association, and various other places which are age appropriate and vetted by teachers.

Students develop understanding through a range of teaching and learning techniques, for example; discussion and debate, the use of case studies and real-world examples, group work and the continuous use of current affairs to make learning relevant and relatable.

Students learning is assessed formally through project work, classwork and homework and summatively through engagement in discussions, group and independent work and class quizzes.

Inclusion and SEND

High quality teaching is differentiated and personalised; this is the starting point to ensure accessibility for all students. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

The Citizenship curriculum will complement and be supported by the school's wider policies and practices around behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. Citizenship will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually and culturally.

Policy implementation

The implementation of this policy will be monitored by the Senior Leadership Team through the school's line management systems, including review processes, lesson observations and lesson visits, and by the Governors' Community Committee. Monitoring of the delivery of the National Curriculum in Citizenship will focus primarily on the work of the PSHE Department, but the wider aspects of this policy will form part of the monitoring of all Departments and teams

GLOSSARY KS3

KS3	Key Stage 3 is the legal term for the three years of school education known as Year 7, 8 and 9 (when pupils are aged between 11-14)
KS4	Key Stage 4 is the legal term for the two years of school education known as Year 10 and 11 (when pupils are aged between 14-16).
KS5	Key Stage 5 is the legal term for the two years of school education known as Sixth Form (when pupils are aged between 16-18).
PSHE	Stands for Personal, Social, Health and Economic education. PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives

In our school we can all call out discriminatory behaviour. Speak to your teacher if something worries you. Here are some phrases we might use if we are trying to explain to someone why what they have said might be an issue.

How Do I Call In or Call Out?



Calling In

- "I'm curious. What was your intention when you said that?"
- "How might the impact of your words or actions differ from your intent?"
- "How might someone else see this differently? Is it possible that someone else might misinterpret your words/actions?"
- "Why do you think that is the case? Why do you believe that to be true?"
- "What is making you the most fearful, nervous, uncomfortable, or worried?"



Calling Out

- "That's not our culture here. Those aren't our values."
- "I don't find that funny. Tell me why that's funny to you."
- "It sounded like you said _____. Is that what you really meant?"
- "I need to push back against that. I disagree. I don't see it that way."
- "I need you to know how your comment just landed on me."
- "It sounds like you're making some assumptions that we need to unpack a bit."