



## CITIZENSHIP AT THE OAKS SCHOOL

Citizenship Education is taught across the curriculum at the Oaks School. The aim is to help our students to play a full part in society, develop their ideas of democracy and government and understand how laws are made and upheld. As part of Citizenship Education, The Oaks School teaches students to take their place in society as responsible citizens, to manage their money well and make sound financial decisions.

Aims	How the Oaks meets these
To acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government	In history students are taught about the 'Norman Conquest' and the Feudal System, the Peasant's Revolt, The English Civil War, Parliament and the Crown, the Abolition of the Slave Trade and Women's Suffrage, this gives them a sound knowledge of how the UK has developed it's system of government. Current political systems are also explored. Pupils discuss how citizens participate in its democratic systems of Government. Students are active members of the school and are elected by ballot to school council. We also have an elected Head boy and Head girl. Students make a huge contribution to the running of the school and have a say. There is a 'have your say' box for those who feel they cannot express their opinions in public as well as a feedback sheet for every family group to fill in prior to each student council meeting. We encourage through RRS family groups to debate and discuss issues. Pupils have the opportunity to give feedback to the school via a yearly pupil questionnaire. In Geography students/debate and discuss environmental issues, global warming and human impact on the environment.
To develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced	Students are taught throughout the curriculum about the role of law and justice. Students in history study the 'Magna Carta' and Life in Tudor England, Law and Punishment. RRS lessons contain the exploration of articles and the Rights of The Child, including the laws to protect asylum seekers within our society. We also discuss and research the government's role in ensuring all children have the right to a decent standard of living.



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	In Geography students explore the fashion industry, rights and responsibilities of employers and employees as well as issues of underage workers.
To develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood	<p>Every year since its inception we have encouraged participation in the National Citizenship Scheme. We have held assemblies and invited guest speakers to come and speak to the students. Previous graduates of the scheme have also spoken to students and some staff in school have participated in the scheme. We have established close links within the Community and encourage our students to be active participants within their community, lots of our students volunteer throughout the region and we encourage them to do so as well as explain their experiences to others.</p> <p>In RRS family groups we debate and discuss rights and responsibilities and how these can affect individuals, other people and the wider community.</p> <p>As part of the schools SMSC agenda, students take part in various fund raising activities such as Jeans for Genes, McMillan Coffee Morning, Comic Relief and collecting for the local food bank. Students also have access to a local community garden in which they learn how to take care of, plant and grow flowers fruit and vegetables.</p> <p>As part of the enrichment scheme in school students volunteer at the local cricket club carrying out maintenance tasks. Students also in the past have taken part in intergenerational projects working alongside the elderly in the community and with students from the local mainstream school.</p>
To equip students with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs	Students are encouraged throughout the curriculum to debate and discuss relevant issues both to themselves and their own contexts as well as wider issues. PHSCE lessons contribute hugely to debate. Students also learn and develop money management skills across the curriculum. In ASDAN and Mathematics students develop their functional



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	<p>monetary skills and in Careers and Enterprise lessons students discuss, evaluate and plan their future aspirations and careers.</p> <p>RRS is a forum in which all students are invited and encouraged to express their views and opinions in line with the article or topic they are currently investigating.</p>
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### Citizenship at Key Stage four

Aims	How the Oaks meets these
To develop knowledge other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	<p>In history students follow programmes of study that equips them with ideas, skills, and analysis of other systems of Government. In 'Family Groups' RRS groups debate different systems of Government and the impact these systems have on the citizens of these countries.</p> <p>Students take part in the democratic process when they vote for the captain and vice-captain of their own particular house as well as when elections take place to the school council.</p>
To develop knowledge of 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	<p>Students are active members of the school and we have an elected by ballot school council. The school council is represented equally by house colour and each individual student is encouraged to provide feedback in their family group for their house member to feed back to student council. Students make a huge contribution to the running of the school and have a say both formally and informally.</p> <p>We encourage debate during RRS family groups and discuss issues involving how different countries are governed and the subsequent impact on citizen's lives. Topics touch upon subjects such as Rehabilitation and care, Survival and development, freedom of expression and protection.</p> <p>Students study 'Italy' in Geography, an EU country as part of the unit of work based on the EU and the countries it involves.</p>
To understand the importance of human rights and international law	<p>All students in school are members of a 'Family Group'. RRS or Family group lessons take place weekly. All students follow a scheme of work</p>



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	that raises issues about the rights and responsibilities we all have as citizens. It also brings to the forefront issues about rights in other countries and current issues as and when they arise.
To develop understanding of diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Students at the Oaks follow schemes of work that enable them to gain an insight of the different religions within the UK and across the World. Students take great interest in developing their knowledge of these cultural differences and of developing understanding and tolerance of different faiths. Students have visited different religious buildings and we have also invited speakers into school from various faiths and communities. Students are encouraged to express opinions and discuss some of these cultural differences. Geography units of work consist of taking part in discussion work based on the diverse society in the UK and its history.
To realise the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	Every year since its inception we have encouraged participation in the National Citizenship Scheme. We have held assemblies and invited guest speaker to come and speak to the students. Previous graduates of the scheme have also spoken to students and some staff in school have participated in the scheme. We have established close links within the Community and encourage our students to be active participants within their community, lots of our students volunteer throughout the region and we encourage them to do so as well as explain their experiences to others. We encourage debate through RRS family groups and discuss rights and responsibilities and how these can affect individuals, other people and the wider community. Some more able students volunteer to work alongside less able peers which helps to break down barriers and promote understanding of the needs of others.
To demonstrate knowledge of income and expenditure, credit and debt, insurance, savings	Students experience and develop these skills across the curriculum, most notable when following functional Maths programmes and



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and pensions, financial products and services, and how public money is raised and spent

BTEC Money and Finance Skills courses. Students also develop these skills in Enterprise and Careers lessons as well as in ASDAN programmes of study. Students learn about managing debt, credit cards, saving, wages and pensions and how taxes are raised and spent. The aims of the programmes followed in school are to enable students to be an economically independent as possible. Some students help to organise the finances of the tuck shop, school leavers celebration, residential visits or enterprise schemes.