Citizenship Policy

St Vincent's School for Sensory Impairment and Other Needs

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1. Purpose of the policy

This policy reflects the aims and values of St Vincent's School. It ensures all stakeholders — staff, governors, parents, and pupils — work towards shared goals. Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights, through the principals of Every Child Matters. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life at their school, neighbourhood, communities and the wider world. It also teaches them about our economy, democratic institutions and values; encouraging respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and to take part in discussions.

The purpose of this policy is to:

- Set out a framework for teaching, learning, and assessment in Citizenship.
- Ensure alignment with the National Curriculum and the Curriculum Framework for Visual Impairment (CFVI).
- Provide clarity for staff, governors, and parents about what pupils learn and how.
- Enable consistent planning, delivery, and monitoring of Citizenship across the school.
- Demonstrate our commitment to providing accessible, meaningful geographical experiences for all learners.

This policy is available on the school website: www.stvin.com

2. Subject vision

At St Vincent's, Citizenship provides pupils with visual and sensory impairments the opportunity to develop the knowledge, skills, and values they need to become responsible, active, and informed members of their communities. Using Citizenship Association schemes dovetailed with Oak National Academy resources, our curriculum is carefully adapted to ensure all learners can engage meaningfully with topics such as rights and responsibilities, community involvement, and democratic processes.

Through multisensory approaches, discussion, role-play, and practical activities, pupils are supported to explore ideas, make decisions, and understand the impact of their actions on themselves and others. Our vision is for pupils to enjoy learning about citizenship, to develop confidence and independence, and to cultivate empathy, respect, and a sense of social responsibility. Citizenship at our school empowers pupils to see themselves as valued contributors to their communities and to the wider world.

3. Aims and outcomes

Aims

The Citizenship curriculum at our school aim to equip pupils with the knowledge, skills, and values necessary to become active, responsible, and informed citizens. In line with the guidance from the Association for Citizenship Teaching (ACT), the curriculum seeks to ensure that pupils:

1. Develop knowledge and understanding of democracy, government, law, human rights, and the responsibilities of citizenship locally, nationally, and globally.
2. Acquire skills for active participation, including critical thinking, decision-making, discussion, debate, and problem-solving.
3. Understand social and moral values, fostering empathy, respect, fairness, and social responsibility.
4. Engage with current affairs and community issues, understanding their own role and potential influence within society.
5. Develop financial and economic literacy, including understanding personal finance, budgeting, and responsible economic participation.
6. Apply digital literacy responsibly, including awareness of online safety, media influence, and ethical communication.
7. Foster cultural awareness and inclusion, appreciating diversity and promoting equality, tolerance, and mutual respect.

Outcomes

By the end of their programme of study, pupils at St Vincent's will be able to:

- Demonstrate knowledge and understanding of government, law, democracy, human rights, and social responsibility.

- Express opinions clearly, listen respectfully to others, and engage confidently in discussion, debate, and decision-making.
- Show awareness of moral and ethical issues and make informed, responsible choices.
- Apply their understanding of citizenship to real-life contexts, including school, community, and workplace settings.
- Understand and participate in civic processes, such as elections, consultations, or community initiatives.
- Reflect on social and cultural diversity, demonstrating empathy and respect for all members of society.
- Use digital tools responsibly and safely to access, interpret, and communicate information.

The Citizenship curriculum supports pupils in developing both personal and social competence, preparing them to engage meaningfully in their communities and society at large. Pupils are encouraged to move from awareness to action, applying their learning in ways that make a positive difference both in school and in the wider world.

4. Teaching and learning

Citizenship is taught in single-age classes by class teachers, with support from specialist staff where required. All lesson plans are drawn from a well-structured long-term curriculum map, ensuring full coverage of the National Curriculum for Citizenship while also incorporating principles from the RNIB Curriculum Framework for Visual Impairment (CFVI) and practical strategies informed by Qualified Teachers of the Visually Impaired (QTVIs). Adaptations are made to suit the developmental, sensory, and cognitive needs of pupils in each class, ensuring full inclusion and accessibility. Our curriculum is further enriched by content from ACT (Association for Citizenship Teaching).

Teaching Methods

- Multi-sensory teaching approaches are embedded across all units.
- Hands-on experience – where applicable
- Environment and layout are planned to maximise independence and safety.
- Pre-teaching and scaffolding of key vocabulary and concepts is common.

Manual Dexterity and Fine Motor Considerations

Many tasks — from typing and mouse control to manipulating physical components — require fine motor coordination. Recognising that pupils with visual impairment may experience challenges in this area, we ensure:

1. Regular development of touch typing skills using accessible software.
2. Clear verbal and tactile instructions for activities involving small components or intricate navigation.
3. Use of adapted hardware such as large key or Braille keyboards, switch systems, or touch-based interfaces.
4. Scaffolded access to programming platforms using tactile icons, accessible screen readers, or auditory navigation.

Progression

- While national curriculum progression is followed, expectations are realistically adapted based on individual visual, cognitive, and physical needs. Learning outcomes are personalised through IEPs and EHCPs where applicable.
- Pupils develop their understanding and independence incrementally through repetition, retrieval, and scaffolded practice, ensuring mastery over time.
- Opportunities for cross-curricular learning, real-world application, and creative exploration support the development of long-term, transferable digital skills.

5. Curriculum overview

Citizenship Curriculum Overview (Key Stages 3–5)

At St Vincent's the Citizenship curriculum is designed to equip pupils with the knowledge, skills, and values to become active, responsible, and informed citizens. The curriculum is guided by the Association for Citizenship Teaching (ACT) principles, ensuring progressive development from early awareness to active participation.

Key Stage 3 (Ages 11–14) – Developing Critical Thinking and Civic Awareness

Focus: Pupils explore complex societal, political, and ethical issues while consolidating the skills for informed and responsible citizenship.

Key learning experiences:

- Understanding UK government, law, and democracy, including local and national structures.
- Exploring global citizenship, human rights, and environmental responsibility.
- Developing critical thinking and analytical skills through debates, discussions, and inquiry-based learning.
- Participating in school councils, projects, and community engagement, applying knowledge to real-life contexts.
- Introduction to financial literacy, media literacy, and responsible digital citizenship.

Outcomes:
Pupils can critically evaluate social and political issues, participate responsibly in democratic processes, and demonstrate an understanding of their rights and responsibilities as citizens.

Key Stage 4 (Ages 14–16) – Applying Knowledge and Engagement

Focus: Pupils apply citizenship knowledge and skills to personal, community, and societal contexts, preparing for adult life and civic responsibility.

Key learning experiences:

- Studying citizenship in action, including political engagement, law, and social justice issues.
- Developing leadership, advocacy, and communication skills through school and community projects.
- Exploring economic, environmental, and digital citizenship, including ethical decision-making.
- Engaging with external agencies, local government, and charities to apply learning in real contexts.
- Participation in formal qualifications where appropriate, such as GCSE Citizenship Studies.

Outcomes:
Pupils demonstrate confident engagement with civic life, make informed decisions, advocate responsibly, and understand the impact of their actions on society.

Key Stage 5 (Ages 16–19) – Transition to Active Citizenship

Focus: Pupils consolidate citizenship skills for adult life, focusing on independence, civic engagement, and employability.

Key learning experiences:

- Participating in community projects, volunteering, and civic initiatives.
- Exploring complex social, political, and ethical issues with reflection and debate.
- Preparing for post-16 education, employment, and adult life, including financial literacy and responsible citizenship.
- Engaging with higher-level qualifications, such as A-level Citizenship, ASDAN, or vocational pathways incorporating citizenship.
- Developing leadership, advocacy, and mentoring skills through school and community roles.

Outcomes:
Pupils leave school as informed, responsible, and active citizens, capable of independent decision-making, participation in civic processes, and meaningful contribution to society.

Progression and Differentiation

Across all key stages, the curriculum is accessible and inclusive, with teaching and learning adapted for pupils with SEND or sensory impairment. Pupils progress at their own pace, with scaffolding, multisensory approaches, and personalised pathways ensuring meaningful engagement. Learning is reinforced across the curriculum and through enrichment, visits, and community involvement.

Detail of programmes of study/curriculum maps can also be found on our school website: www.stvin.com

5.6 Programmes of study

Please see the long term plan for Citizenship available on our school website.

6. Cross-curricular links

Citizenship is a whole-school responsibility and a vital part of the wider curriculum at St Vincent's It is not confined to discrete lessons but is woven through all subjects and aspects of school life. The knowledge, skills, and values developed through Citizenship — such as respect, responsibility, participation, and critical thinking — are reinforced across the curriculum to prepare pupils for life in modern Britain and beyond.

Subject Area	Contribution to Citizenship Education
English	Develops communication, empathy, and critical thinking through discussion, debate, and exploration of themes such as equality, diversity, and justice in literature and media. Encourages pupils to express opinions and listen to others respectfully.
Mathematics	Promotes problem-solving, reasoning, and fairness through concepts such as voting systems, data handling on social issues, and financial education, supporting economic awareness.
Science	Encourages responsible decision-making about ethical issues, sustainability, and the impact of science on society. Supports critical thinking about evidence and bias.
History	Provides understanding of democracy, human rights, and social change through the study of key events, movements, and figures that have shaped British and global society.
Geography	Develops awareness of global citizenship, environmental responsibility, and interdependence through study of communities, resources, and sustainability.

Subject Area	Contribution to Citizenship Education
PSHE / RSE	Directly complements Citizenship by teaching respect, equality, healthy relationships, and decision-making. Builds self-awareness and promotes active participation in society.
Computing / ICT	Promotes digital citizenship, online safety, responsible communication, and awareness of digital ethics and media influence.
Religious Education (RE)	Encourages respect and understanding of diverse beliefs, values, and cultures, fostering tolerance and dialogue.
Art, Drama, and Music	Provide creative opportunities to explore identity, expression, and social issues, and to collaborate in ways that promote empathy and shared responsibility.
Physical Education (PE)	Reinforces teamwork, cooperation, fairness, and respect for rules, supporting the moral and social dimensions of citizenship.

Wider Curriculum Links

Beyond subjects, Citizenship is embedded in the life of the school through:

- Student voice and leadership opportunities, including school council, eco-committee, and peer mentoring.
- Assemblies that promote British values, diversity, and social responsibility.
- Community engagement, volunteering, and charity projects that develop active citizenship.
- Cultural and enrichment activities, such as visits, external speakers, and awareness days, that extend learning beyond the classroom.

For pupils with special educational needs or sensory impairment, cross-curricular links are adapted through accessible communication, visual and tactile learning, and differentiated discussion opportunities. This ensures every pupil can participate meaningfully in understanding rights, responsibilities, and how they contribute to their community.

7. Assessment, recording and feedback

7.1 Assessment

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

- Teacher Observation
    - Monitoring engagement, effort, and technique during practical work.
    - Assessing how students use materials and respond to feedback.
- Workbook / Folder Reviews
    - Evaluating the development of ideas, research, experimentation, and annotation.
    - Encouraging self-reflection and documentation of progress.
- Questioning and Class Discussion
    - Informally assessing understanding of techniques, concepts, and learning.
    - Checking for depth of thought, vocabulary use, and analysis skills.
- Peer and Self-Assessment
    - Students reflect on their own work or critique classmates' work.
    - Encourages independent learning and critical thinking.
- Feedback (Verbal and Written)
    - Regular, specific feedback from the teacher during lessons.
    - Often recorded in workbooks or digital platforms (iTrack).

Summative assessment

- Project Outcomes
    - Final pieces assessed against clear criteria
- End-of-term or end-of-year grades
    - School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging
- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

Marking

Children receive regular feedback and St Vincent's School marking follows the school's marking policy.

More information can be gathered in our marking and feedback policy.

7.2 Recording

In Citizenship, pupils will record their learning in the following ways:

- Topic books or folders
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

8. Resources

At St Vincent's, resources and equipment are carefully selected and adapted to ensure all pupils, including those with visual (VI) or hearing impairments (HI), can fully access the Citizenship curriculum. Resources include tactile and Braille materials, large-print texts, audio books, captioned videos, and digital platforms with accessibility features. Assistive technologies, such as screen readers, hearing loops, amplification devices, and symbol-supported communication tools, are used to support learning and participation. Interactive activities, including role-play, debate, and simulation exercises, are designed to be inclusive, allowing all pupils to engage with practical aspects of democracy, law, and social responsibility. Visits, external speakers, and community-based experiences are planned with accessibility in mind, incorporating visual and auditory support, clear communication, and pre-visit preparation. All resources and equipment are regularly reviewed to ensure accessibility, relevance, and alignment with the curriculum and ACT guidance, enabling pupils to develop the knowledge, skills, and confidence needed to be active and responsible citizens.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met

- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at St Vincent's school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the curriculum manager / Assistant Headteacher
- Maintain subject knowledge and appropriate CPD

9.5 Parents

- The parent community at our school will follow the responsibilities set out in the Home School Agreement.

10. Inclusion

Inclusion

Inclusion is central to the Citizenship curriculum. Every pupil, regardless of ability, background, or sensory impairment, is provided with equal opportunities to access learning, participate in discussions, and engage with real-life civic experiences. Inclusive practice ensures that resources, teaching strategies, and assessment methods are accessible to all learners, including those with visual or hearing impairments. Pupils are supported to contribute meaningfully in class, community projects, and school decision-making, fostering a sense of belonging, confidence, and agency.

Differentiation

Differentiation ensures that teaching is tailored to meet the individual needs, abilities, and learning styles of all pupils. In Citizenship, this may include providing simplified or extended texts, scaffolded discussion prompts, visual or tactile supports, or alternative modes of recording ideas such as speech-to-text or Braille. Differentiation allows pupils to work at an appropriate challenge level, supporting progress from their starting points while promoting independence, engagement, and confidence.

Teaching Approaches

The Citizenship curriculum employs a variety of teaching approaches to engage learners and develop knowledge, skills, and understanding. Interactive methods such as discussion, debate, role-play, and problem-solving are central, providing opportunities for practical application of concepts. Multisensory learning, project-based activities, and community engagement are integrated to make learning meaningful and memorable. For pupils with sensory impairments, approaches incorporate accessible communication strategies, technology, and real-life contexts to ensure active participation.

Adaptation

Adaptation ensures that all pupils can access the Citizenship curriculum in ways that meet their individual needs. Lessons, resources, and activities are modified to accommodate visual, auditory, or cognitive differences, including the use of Braille, tactile materials, large-print resources, hearing loops, captioned media, and assistive technology. Adaptation also involves adjusting pace, level of support, or complexity to enable engagement, understanding, and skill development for every learner, ensuring that each pupil can achieve meaningful outcomes in Citizenship.

Further details can be found in the schools:

- SEN Policy and Information Report
- Equality Information and Objectives
- Accessibility Plan

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.