



CIVICS AND CITIZENSHIP

POLICY

Rationale:

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Beliefs:

At Cana Catholic Primary School we believe that students through the study of Civics and Citizenship will:

- Develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live.
- Develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.
- Actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally.
- As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Goals:

Through Civics and Citizenship students will learn to develop:

- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society.
- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.
- Skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship and foster responsible participation in Australia's democracy.
- The capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Implementation:

Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

- **The Civics and Citizenship Knowledge and Understanding** strand comprises three key focus areas at each year level: *Government and democracy*; *Laws and citizens*; and *Citizenship, diversity and identity*.
- **The Civics and Citizenship Skills** strand focuses on the skills of questioning and research; analysis,

synthesis and interpretation; problem solving and decision making; and communication and reflection.

Foundation – Year 2

- While there is no formal Civics and Citizenship curriculum for these years of schooling, students will have opportunities to develop relevant knowledge, understanding and skills in Foundation to Year 2 through other learning areas and subjects, as well as the general capabilities. Students will have opportunities to learn about civics and citizenship themes and concepts such as ‘rules’ as part of the school ethos/classroom setting, ‘relationships’, ‘responsibilities’, and interpersonal, communication and language skills.

Year 3 – Year 4

- Through the Civics and Citizenship curriculum in Years 3 and 4, students develop their knowledge and understanding of how decisions can be made democratically, the purpose of government, rules and laws, community participation, and identity.

Year 5 – Year 6

- In Years 5 and 6, students develop awareness of key aspects of Australia’s Anglo-Celtic heritage, including the Westminster system, and knowledge and understanding of the key features and processes of Australia’s system of government. Students examine civic issues and develop their understanding of citizenship in local, national, regional and global contexts, and the skills that enable active and informed citizenship.

Civics and Citizenship takes an integrated approach to the study of ‘civics’ with the study of ‘citizenship’ and provides opportunities to develop teaching and learning programs that cater for local needs and interests. It emphasises inquiry-based teaching and learning.

Assessment:

- Use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students.
- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of twice-yearly reporting on the progress and achievement of students.

This policy was last reviewed in February 2023.