

Chapter 2: Personal, social and health education and citizenship

Section 1: PSHE and citizenship: Starting points

This section focuses on:

- I.1 A definition of citizenship;
- I.2 A definition of personal, social and health education;
- I.3 Background information;
- I.4 Sources of information: starting points.

I.1 WHAT IS CITIZENSHIP?

The report of the *Advisory Group on Education for Citizenship and the Teaching of Democracy* in schools identifies three interrelated strands that run through all education for citizenship.

Strands of citizenship

- **Social and moral responsibility**
Pupils learning, from the very beginning, self-confidence and socially and morally responsible behaviour, both in and beyond the classroom, both towards those in authority and towards each other (this is an essential precondition for citizenship).
- **Community involvement**
Pupils learning about and becoming involved helpfully in the life and concerns of their neighbourhood and communities, including community involvement and service to the community.
- **Political literacy**
Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation locally, regionally and nationally, through knowledge skills and values – a concept wider than political knowledge alone.

The programmes of study build on this understanding of citizenship. At key stages 1 and 2, citizenship emphasises the development of social and moral responsibility and community involvement, and some of the basic aspects of political literacy, for example knowing what democracy is and about the basic institutions that support it locally and nationally. In key stages 3 and 4, the political literacy strand gains greater emphasis, through the acquisition and application of the required aspects of knowledge and understanding when developing skills.

I.2 WHAT IS PERSONAL, SOCIAL AND HEALTH EDUCATION?

PSHE comprises all aspects of schools' planned provision to promote their children's personal, social development, including health and well being (*Preparing Young People for Adult Life* 2000). Children and young people need self-awareness, positive self-esteem and confidence to:

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;
- develop independence and responsibility;
- play an active role as members of a democratic society;
- make the most of their own and others' abilities.

I.3 WHAT DO I NEED TO KNOW ABOUT THE BACKGROUND OF PSHE AND CITIZENSHIP?

A summary of the Crick Report is available from QCA/98/225
www.qca.org.uk/pdf.asp?/ca/subjects/citizenship/crick_report_1998.pdf

Whilst PSHE and citizenship have been taught well in many schools for a number of years, entitlement to PSHE and citizenship was established in the Education Act 1996 Section 456.

The development of citizenship as a new subject within the school curriculum resulted from the work of the Advisory Group (often referred to as the 'Crick Report').

'...the knowledge, skills and values relevant to the nature and practices of participative democracy; the duties, responsibilities, rights and development of pupils into citizens; and the value to individuals, schools and society of involvement in the local and wider community...both national and local and an awareness of world affairs and global issues, and of the economic realities of adult life.'

Following this report and extensive consultation, the review of the National Curriculum in 1999 resulted in the strengthening of PSHE and citizenship. The outcome of the NC review in relation to PSHE and citizenship was that at key stages 1 and 2 non-statutory guidelines were produced and at key stages 3 and 4 a new National Curriculum foundation subject for citizenship was introduced (statutory from August 2002) complemented by non-statutory guidelines for PSHE. The *National Curriculum Handbooks* for primary and secondary school teachers in England set out the non-statutory guidelines for PSHE and citizenship in primary schools.

www.nc.uk.net/servlets/NCFrame?subject=PSHE&KeyStage=1

www.nc.uk.net/servlets/NCFrame?subject=PSHE&KeyStage=2

www.nc.uk.net/servlets/NCFrame?subject=PSHE&KeyStage=3

The National Curriculum Handbook for primary teachers in England (QCA, 1999)

The National Curriculum Handbook for secondary teachers in England (QCA, 1999)

www.nc.uk.net/

www.lsc.gov.uk/

Citizenship provides learning opportunities for pupils, from the Foundation Stage, through key stages 1 to 4 and for students in the post-16 sector, to gain the knowledge, skills and understanding necessary 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;
- promotes spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom;
- encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world;
- teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.

Pupils develop skills of enquiry, communication, participation and responsible action through learning about, and becoming, informed and interested citizens. This will be achieved through creating links between pupils' learning in the classroom and activities that take place across the school, in the community and the wider world. The *National Curriculum Handbook* sets out what schools are required to teach.

The importance of inclusion to citizenship has been very apparent in all publications since the Crick Report. Political literacy will be challenging for some pupils. The emphasis on oracy and active learning also favours the principle of inclusion at all key stages. With diversity being such an important theme in citizenship, it is essential to include all pupils.

The issues examined in citizenship also have implications for equal opportunities. For example, a group might discuss the issue of women's pay and refer to the experience of the suffragettes as an example of a fight for equality. Awareness of gender, disability and related matters must inform all practices in the teaching of citizenship, as well as being considered as issues to be encountered during lessons.

In primary schools, inspectors seek evidence of the implementation of the *Framework for Personal, social and health education and citizenship*. A separate subject report for PSHE and citizenship is not required in primary school inspection reports.

Guidance on inspection of subjects in secondary schools, in the form of a series of booklets, including one on the inspection of PSHE are available. The intention is that schools will use this guidance to support their evaluation process.

From September 2002, inspectors will seek evidence of citizenship, as provided by the school, in order to report on it as a subject.

Arrangements for inspection

Visit the OFSTED website to find out what inspectors are looking for when inspecting schools:
www.ofsted.gov.uk/about/index.htm

I.4 WHERE SHOULD I START?

www.dfes.gov.uk/citizenship/

For information about the National Curriculum and schemes of work, go to the DfES and QCA websites:
www.qca.org.uk/ca/subjects/

www.qca.org.uk/ca/subjects/citizenship/QCA_PHSE_KS3_4.pdf

www.standards.dfes.gov.uk/schemes2/citizenship/

There is an increasing amount of support material available to you. An excellent starting point is the DfES citizenship website. The site provides a gateway to key information and includes links to citizenship organisations, resources and a teacher training tool needs assessment for teachers as well as information for teachers, parents and governors about the curriculum and appropriate resources. The site enables access to accredited providers for training and resources for citizenship. QCA has provided schemes of work to support teachers' planning for citizenship at key stage 3 and 4 (key stages 1 and 2 schemes of work available from June 2002). QCA has also produced three booklets to help schools implement PSHE and citizenship at key stages 1 to 4:

Citizenship at key stages 3 and 4, initial guidance for schools (QCA, 2000; order reference QCA/00/581);

PSHE and citizenship at key stages 1 and 2, initial guidance for schools (QCA, 2000; order reference QCA/00/579);

PSHE at key stages 3 and 4, initial guidance for schools (QCA, 2000; order reference QCA/00/580).

These booklets are designed to help schools and others:

- understand the distinctive nature of the new national curriculum subject of citizenship and the programmes of study and plan effectively for its introduction in 2002;
- clarify the distinctive elements of learning in PSHE and citizenship;
- relate citizenship and PSHE to broader aspects of school life;
- link the *Framework* to the *National Healthy School Standard*.

To order printed copies please telephone QCA publications on 01787 884288 and quote the order reference above. These booklets are available online.

Learning and Skills Council

www.lsc.gov.uk/

The report of the *Advisory Group on Citizenship for 16-19-year-olds in Education and Training* describes the nature of citizenship learning for students in post-16 education or training. The report is available as a PDF file on the Learning and Skills Council website.

It recommends that:

- citizenship should be acknowledged as a key life skill;
- an entitlement to the development of citizenship, of which participation should be a significant component, should be established, which would apply to students and trainees in the first phase of post compulsory education and training;
- all young adults should have effective opportunities to participate in activities relevant to the development of their citizenship skills, and to have their achievements recognised.

This section focuses on:

- 2.1 The components of the *Framework* at key stages 1 and 2;
- 2.2 The importance of PSHE and citizenship at key stages 1 and 2;
- 2.3 Provision of PSHE and citizenship;
- 2.4 Teaching and learning;
- 2.5 Assessment and reporting;
- 2.6 What children learn about in key stage 1;
- 2.7 What children learn about in key stage 2.

2.1 WHAT ARE THE COMPONENTS OF THE FRAMEWORK FOR PSHE AND CITIZENSHIP AT KEY STAGES 1 AND 2 ?

Importance statement

The *Framework* has four components.

A statement about the importance of PSHE and citizenship and their contribution to the school curriculum.

Knowledge, skills and understanding

The knowledge, skills and understanding to be taught in four interrelated sections:



Reading

The *Framework for personal, social and health education and citizenship* pp136–138 in *The National Curriculum Handbook for primary teachers in England*

www.nc.uk.net

1. Developing confidence and responsibility and making the most of their abilities;
2. Preparing to play an active role as citizens;
3. Developing a healthy, safer lifestyle;
4. Developing good relationships and respecting the differences between people.

Each section lists what pupils should be taught, for example Section 1a states that:

1a pupils should be taught to recognise what they like and dislike, what is fair and unfair and what is right and wrong

Breadth of opportunities

The breadth of opportunities children need to experience in order to develop this knowledge, skills and understanding. The range of opportunities are numbered 5a to 5h. For example, 5g states:

5g consider social and moral dilemmas that they come across in everyday life (eg. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)

Summary statement

A summary of what pupils will learn in each key stage and subject links.

2.2 WHY ARE PSHE AND CITIZENSHIP IMPORTANT AT KEY STAGES 1 AND 2?

The introduction to the *Framework for personal, social and health education and citizenship at key stages 1 and 2* states:

'PSHE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.'

The National Curriculum Handbook for primary teachers in England, page 136 (QCA, 1999)

2.3 HOW CAN PSHE AND CITIZENSHIP BE PROVIDED?



Optional Task

Useful questions to ask when working in a school:

- Is PSHE/citizenship addressed as a discrete subject?
- Does the school deliver citizenship in a cross-curricular manner and, if so, how?
- What are the implications of the above planning?

The *National Curriculum Handbook for primary teachers in England* contains the non-statutory guidelines for PSHE and citizenship at key stages 1 and 2 (pages 136–141). Schools decide how PSHE and citizenship will be taught, therefore the national picture will be a diverse one, as the Crick Report explicitly notes. Suggested approaches give schools:

'...the flexibility to adapt existing programmes and take into account local conditions and opportunities, thus avoiding any danger of a single, centralised way of teaching citizenship being imposed.'

You are likely to encounter different provision in different schools at different times, eg.:

- **Discrete provision** You may therefore find PSHE and citizenship timetabled with a dedicated scheme of work and lesson plans.
- **Provision through teaching and learning in other subjects/curriculum areas** Some subjects in the curriculum have opportunities to make links with the *Framework* through their programmes of study. See the *National Curriculum Handbook for primary teachers in England*. You may, therefore, find PSHE identified in the schemes of work and lesson plans of different subjects/curriculum areas. (See section 3 for some ideas.)
- **PSHE and citizenship activities and school events** This might be part of a whole-school approach, eg. a class, school or community project. Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Again, planning should reflect this.

2.4 HOW SHOULD I TEACH PSHE AND CITIZENSHIP?

You will need to use a range of teaching strategies to provide the breadth of learning opportunities in the *Framework* for all pupils. These include an emphasis on active learning, enquiry, discussion and participation in citizenship activities.



Optional Task

Read the *Framework for personal, social and health education and citizenship* (pages 136–141 of the *National Curriculum Handbook for primary teachers in England*). Consider the 'Breadth of opportunities'. These are reproduced in the chart below without the National Curriculum examples. Give an example of the learning experiences you might have implemented in the past or might in the future, to provide these opportunities. Note the year group for which you believe the example is suitable.

During the key stage, pupils should be taught the <i>knowledge, skills and understanding through opportunities to:</i>	Examples	Year group
Take and share responsibility		
Feel positive about themselves		
Take part in discussions		
Make real choices		
Meet and talk with people		
Develop relationships through work and play		
Consider social and moral dilemmas that they come across in everyday life		
Ask for help		

2.5 IN WHAT ASSESSMENT, RECORDING AND REPORTING PROCEDURES MIGHT I BE INVOLVED?



Reading

For more information, see:

PSHE and citizenship at key stages 1 and 2, initial guidance for schools (QCA, 2000)

For guidance on teaching strategies, see 'Classroom and Behaviour Management' in this series

In PSHE and citizenship there are two broad areas for assessment.

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well they can use their knowledge and understanding to acquire skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

At key stages 1 and 2 there is no requirement for end of key stage assessment. However, schools are required to report pupil progress to parents in all aspects of their development. Each year QCA publishes the arrangements for assessment.

2.6 WHAT SHOULD CHILDREN LEARN ABOUT AT KEY STAGE 1?

The *Framework for PSHE and citizenship* identifies what children should learn about in key stage 1:

'Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.'

2.7 WHAT SHOULD CHILDREN LEARN ABOUT AT KEY STAGE 2?

The *Framework for PSHE and citizenship* identifies what children should learn about in key stage 2:

'Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.'

Schemes of work for citizenship are being developed for key stages 1 and 2. Any enquiries about the scheme of work for citizenship should be directed to citizenship@qca.org.uk, or telephone 020 7509 5588. The programmes of study for citizenship can be accessed at the National Curriculum website.

Chapter 2: Section 3: PSHE and citizenship: key stages 1 and 2 provision through other subjects

This section focuses on:

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| <p>3.1 Opportunities to teach PSHE and citizenship identified in the National Curriculum and QCA guidance;
Opportunities for teaching:</p> <p>3.2 English;</p> <p>3.3 Mathematics;</p> <p>3.4 Science;</p> <p>3.5 Design and technology;</p> | <p>3.6 Information and communication technology;</p> <p>3.7 Geography;</p> <p>3.8 History;</p> <p>3.9 Art and design;</p> <p>3.10 Music and the performing arts;</p> <p>3.11 Physical education;</p> <p>3.12 Religious education.</p> |
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3.1 WHAT OPPORTUNITIES ARE IDENTIFIED IN THE NATIONAL CURRICULUM?

Some aspects of PSHE and citizenship could be taught through other subjects. Some subjects have opportunities to make links with the *Framework* through their programmes of study (PoS). The *Framework* identifies possible links. The *PSHE and citizenship at key stages 1 and 2, initial guidance for schools* (QCA, 2000) also identifies possible links. The guidance stresses that it is insufficient for schools to rely on cross-curricular links in this booklet alone for the effective provision of PSHE and citizenship. Practical ideas are presented below; some are appropriate for key stage 1 and others for key stage 2. Learning across the curriculum includes thinking skills and problem solving skills. Some examples of how these link to PSHE and citizenship are identified below.

Themes/Approaches	Practical ideas
<p>Thinking skills</p> <p>Build learning around a key question for investigation</p> <p>Open-ended problem-solving, argument, discussion, creative thinking and the critical weighing of evidence</p> <p>Social learning</p> <p>Reflective thinking</p>	<p>Should smoking be banned? List both sides of the argument.</p> <p>Consider reasons why a situation exists, eg. why smoking tempts young people. Classify evidence by card-sorting.</p> <p>Peer interaction. Encourage children to think about the process of how they know what they know. This raises their awareness of their own learning strategies.</p> <p>Keep personal diaries or portfolios of achievement.</p> <p>Pupils should consider how they might put into practice what they have learned.</p>
Political literacy	Creating the constitution for a school council. Framing rules for school clubs.
Global citizenship	Pen-pal or e-mail relationships with schools in other towns/countries.
Information skills	Use of slogans and instructions in the press and on television. Searching for information from the internet or newspapers.

3.2 HOW CAN ENGLISH CONTRIBUTE TO CITIZENSHIP?

English and literacy can make a significant contribution to citizenship. Some examples are offered below.

Themes/Approaches	Practical ideas
<p>Speaking and listening <i>En1</i></p> <p>Discussion and debate</p> <p>Use stories that illustrate aspects of personal and social development</p> <p>Topical events and issues</p>	<p>Communication, enquiry and questioning skills. Listening, understanding and responding to others. Passing opinions on issues and listening to different points of view, eg. during 'circle time', when children learn to listen to others, take turns, respect and value the opinions of others.</p> <p>Debates: Rules of debate need explaining, eg. the roles of the speakers, chair, and audience. Children need the opportunity to prepare their arguments. Classroom organisation needs to be appropriate.</p> <p>Role-play to investigate issues such as friendship and bullying.</p>
<p>Reading <i>En2</i></p> <p>Shared and guided reading and plenary debates</p> <p>Use non-fiction books that deal with real issues</p> <p>Pressure groups and voluntary bodies</p>	<p>Reading for information using reference materials. Discuss responsible behaviour within the context of real issues, such as keeping pets in towns; busy streets; healthy eating; strategies for dealing with strangers.</p> <p>Framing of moral dilemmas and children putting themselves in characters' shoes. How would you react? What would you do? How do you think he felt?</p> <p>Learning about different groups will involve reading for information and considering arguments critically.</p>
<p>Writing <i>En3</i></p> <p>Writing for different purposes</p> <p>Our school and local community</p> <p>Community links</p>	<p>Different purposes might include lists of rules, descriptions, note-taking and recount, eg. remembering and developing ideas, writing for different audiences – such as a letter of complaint, protest, thanks, etc.</p> <p>Keep diaries in which pupils record their impressions of social and cultural issues. Devise rules and decisions affecting classroom/school life.</p> <p>Invite outside speakers who serve the community. Children prepare for the visit by writing invitations, devising questions and, afterwards, writing letters of thanks.</p>

3.3 HOW CAN MATHEMATICS CONTRIBUTE TO CITIZENSHIP?

Possible links are offered below.

Themes/Approaches	Practical ideas
Number <i>Ma2</i> Counting Sharing Application of number	Encourage visitors to talk in terms of numbers associated with their job, eg. number of dinners served up by a cook, number of arrests made by police officers. Children can be encouraged to count and share equipment, eg. Unifix, Lego blocks. Seek children's help when organising the class, eg. <i>'I want groups of four but there are 26 of you'</i> .
Number and graphs	Simple surveys and straw polls in areas such as television viewing and food choices. Public display of results – pie charts and graphs. Some surveys of opinion might be undertaken to discover attitudes and feelings.
Issues	In considering diversity and global issues, pupils will employ their knowledge of numbers, fractions and percentages to understand the differences between countries and societies.
Data collection	Identifying the data needed to solve problems in environmental issues of a practical nature, eg. redesigning the school gardens could involve elements of <i>Ma3</i> and <i>Ma4</i> .
Data entry	Enter data into the computer, analyse results.
Graph interpretation	Display results: pie charts, line graphs, block graphs. Interpret the graphs.
Logic and reason	Questioning, eg. <i>'Why do you have to tell an adult before you go out of the school gates to collect a lost ball?'</i> In considering rules, duties, responsibilities and decisions, pupils will be developing logical thinking and explaining reasoning.
Problem-solving	Sharing some class management problems with children, eg. how can we reward the pupils doing good work, making sure it isn't always the same pupils?
Decision making and number	Let's vote on it! Introduce the notion of voting. This involves counting and how to organise a count and present results.
Target scores and rewards	Use credit or merit marks which pupils keep track of; build them up into a reward.
Mathematical processes	In a class environmental project, develop an awareness among pupils of the use of maths in planning phases.
Public money and costings	A basic look at local amenities provided by the council. Also, government welfare provision.

3.4 HOW CAN SCIENCE CONTRIBUTE TO CITIZENSHIP?

The links to science are very strong, as it is desirable to encourage children's interest in the environment of both home and school as early as possible.

Themes/Approaches	Practical ideas
Scientific enquiry Sc1 Caring and responsibility Looking after the environment Topical issues	Following simple instructions to control the risks to themselves and others. Asking questions and using first-hand experience about what might happen before deciding what to do, are important aspects of looking after the environment – develop children's investigative skills. Topical issues might concern medical/scientific matters, such as cloning, whereby children must consider the evidence and evaluate.
Life processes and living things Sc2 Caring for animals Animals' needs Human biology Multiple issues of science	How to treat animals with care and sensitivity. Visit by a vet or veterinary nurse. Children bring in pet photos for discussion/project work. Design pet posters with basic labelling of their needs. Recognition of green plants and the consideration of living things and their relationship to the environment. In considering different cultures and environments, children will have to consider life processes and adaptation. Practical work on issues such as fast food, eg. the role of fat, measuring fat, or smoking, eg. blowing smoke through a filter. A look at pressure groups such as the WWF and Greenpeace. Identifying scientific concerns. Inviting speakers
Materials and their properties Sc3 Local environment: beautiful addition or eyesore? Improving our school grounds	Consider how their environment has been or may be changed. Often, local authorities have rules about which materials can be used in buildings so that they are 'in keeping' with the environment, but frequently they do not! If possible, investigate a new development. Obtain plans. Look at the materials the builder intends to use. Express opinions, elicit local viewpoints through surveys, write letters to real people, eg. local councillors. Children can express opinions and contribute ideas, eg. to changes taking place in the school environment. Take photographs of physical features and flora. Build and stock a small environmental feature in the school grounds, eg. a flower garden.
Physical processes Sc4 Local Agenda 21	Consider traffic in their neighbourhood (and that of the school), noise pollution and the provision of utilities, eg. electricity. When considering the global issues, children will need a working knowledge of the Earth, its relationship with the Sun and how this affects the climate and economic factors, particularly in poorer countries. Through video, posters and information packs, enable pupils to build up their knowledge of issues, such as the atmosphere, deserts, deforestation, sustainability, polluted seas, vanishing freshwater.
Opinions in science	Look at various opinions in human science, such as population, health and poverty, waste and recycling, soil erosion, the greenbelt, city expansion. Make internet searches for information. Keep results in a class scrapbook.

3.5 HOW CAN DESIGN AND TECHNOLOGY CONTRIBUTE TO CITIZENSHIP?

There are two principal citizenship areas to which design and technology can make a significant contribution: those of diversity and global citizenship. Some examples are shown below.

Themes/Approaches	Practical ideas
<p>We are what we eat!</p> <p>Developing, planning and communicating ideas</p> <p>Working with tools, equipment and materials, and components to make quality products</p> <p>Cool planet pages: www.oxfam.org.uk www.scotdec.org.uk</p> <p>Environmental projects</p> <p>Contribution of different cultures to architectural design</p>	<p>Children from different ethnic and religious backgrounds can bring in food dishes for sampling and discussion. Perhaps children could prepare different dishes, investigating from where the contents originate.</p> <p>Games are played by pairs or groups of people. They are based on a set of rules by which the players have to abide. They involve co-operation and taking turns.</p> <p>The ability to follow safe procedures for food safety and hygiene, and the understanding that there are ways of keeping safe, are important concepts of citizenship.</p> <p>The allocation of scarce resources and the consideration of life in other places and times with different values and customs.</p> <p>The Scottish Development Education Centre develop materials aimed to increase pupils' global understanding. The materials include pupil worksheets on:</p> <ul style="list-style-type: none"> • why we need technology; • technology that changed the world; • problem-solving; • toy-making; • making a water carrier; • how Zara gets water from the river. <p>These resources make for active learning and involve pupils in investigating and evaluating a range of familiar products, as well as focusing on practical tasks that develop a range of techniques, skills, processes and knowledge.</p> <p>Design and technology can also play a significant part in environmental projects, eg. planning a school pond, establishing a seated area. You might have opportunities to look at the design of buildings in your local area that has been influenced by other cultures, eg. Greek, Islamic.</p>

3.6 HOW CAN ICT CONTRIBUTE TO CITIZENSHIP?

Links between ICT and citizenship offer opportunities, of which some examples are given below.

Themes/Approaches	Practical ideas
<p>www.thepaperboy.com/uk</p>	<p>Communicating with others via e-mail.</p> <p>With the introduction of learning about the media into the citizenship syllabus at key stage 2, ICT can play a significant part. It should not be forgotten that finding information from the hard copy of newspapers is just as important as searching online.</p> <p>In the act of retrieving information for the various aspects of citizenship, children will require experience on the internet – finding information and checking its relevance.</p> <p>Children can also produce posters and leaflets electronically to support projects, such as mock elections, or produce materials that can be circulated to support the work of the school council.</p>

3.7 HOW CAN GEOGRAPHY CONTRIBUTE TO CITIZENSHIP?

Geography's input into citizenship at key stages 1 and 2 is substantial. Some possible examples are offered below.

Themes/Approaches	Practical ideas
<p>Geographical enquiry and skills</p> <p>Children express their views on people, places and environments</p> <p>Knowledge and understanding of places</p> <p>Where I live</p> <p>How have places changed?</p> <p>Less economically developed locality</p> <p>Knowledge and understanding of patterns and processes</p> <p>Topical issues</p>	<p>Topics might include:</p> <ul style="list-style-type: none"> • litter in and around the school; • graffiti on walls; • how to improve the environment. <p>In considering the school environment, children use large-scale plans and maps of the school and local area.</p> <p>Children are taught to understand how places have become the way they are and how they are changing. Such work could relate to building development in the school or locality.</p> <p>Children learn about the allocation of scarce resources and economic choices, ie. study of a locality that is less economically developed. Geography is also an ideal link subject for exploring the experiences of people living in other places, with different values and customs.</p> <p>Look at where things are located as well as recognising the changes brought about by elements such as the weather (eg. flooding, drought).</p> <p>Many topical issues and events require some degree of geographical knowledge, eg. debating the siting of a mast by a mobile phone company requires both geographical and scientific knowledge in order that the children might understand the issue.</p>

3.8 HOW CAN HISTORY CONTRIBUTE TO CITIZENSHIP?

The contribution of history to citizenship is significant. Children need to understand how the present is rooted in the past. Considering the experiences and lives of people living in other places and times, and with different values and customs, offers ample opportunities. Some examples are offered below.

Themes/Approaches	Practical ideas
<p>Knowledge and understanding of events, people and changes in the past</p> <p>Actions have consequences</p> <p>Why events happened and what occurred as a result</p> <p>The lives of significant men and women</p> <p>Historical interpretation/historical enquiry</p> <p>Points of view</p> <p>Were the 'good old days' really that good?</p> <p>Key stage 2 History study units</p> <p>Local history</p> <p>British history</p> <p>The Romans, Anglo-Saxons and Vikings;</p> <p>Britain and the wider world in Tudor Times and either Victorian Britain or Britain since 1930.</p> <p>European history</p> <p>Ancient Greece</p> <p>World history schools select from:</p> <p>Ancient Egypt</p> <p>Ancient Sumer</p> <p>the Assyrian Empire</p> <p>the Indus Valley</p> <p>the Maya</p> <p>Benin</p> <p>the Aztecs</p>	<p>The ways in which the behaviour of an individual/group affects others is a fundamental citizenship concept, eg. the Gunpowder Plot, the work of Mary Seacole and Florence Nightingale.</p> <p>Children will learn that the relationship between people and events is no different in history from how it is in their own lives, eg. changes in the way of life of their family.</p> <p>History can introduce the notions of fair and unfair, right and wrong, eg. Joan of Arc.</p> <p>Similarly, how environment has affected people's behaviour in the past (eg. the Plague) and how it continues to do so today.</p> <p>Children need to understand that people in the past had different views of the same events from those of the people of today. How people interpret events is sometimes a matter of opinion. Opinion and point of view is a fundamental concept of citizenship, eg. the belief that the world was flat.</p> <p>Invite senior citizens to the school to talk about 'the good old days'.</p> <p>Children can ask questions about life as a child in the past and compare it with their own lives. For example, why were they 'the good old days' if there were no television, no computers, central heating, etc.?</p> <p>Use of sources, eg. census information of the local area comparing the lives of people in the past with today. Consider why the collection of this data every 10 years is important.</p> <p>Reasons for, and results of, historical events, situations and changes, eg. when studying Britain since 1930, what was the impact of the introduction of the National Health Service? Consider the aims of this and the problems facing the government today.</p> <p>Diversity within societies studied, eg. when looking at the Roman invasion of Britain consider the diversity of people that constituted the Roman Empire.</p> <p>Significant people – include men and women from the past.</p> <p>Ideas and experiences of people from the past, eg. the study of Ancient Greece should enable children to understand the very roots of modern democracy as well as the concept of citizenship. Teachers can help children to look for modern developments that are mirrored by the types of government in Ancient Greece.</p> <p>Significant events.</p>

3.9 HOW CAN ART AND DESIGN CONTRIBUTE TO CITIZENSHIP?

Links between art and design and citizenship offer a range of opportunities. Some examples are shown below.

Themes/Approaches	Practical ideas
<p>Knowledge and understanding</p> <p>Useful websites: A site for Women Artists in History: www.wendy.com/women/artists.html.</p> <p>Women in Art for a multi-ethnic perspective: www.mystudios.com/women/women.html</p> <p>www.ethnicarts.org/visualartists/ has information about, and pictures by, various contemporary ethnic artists from around the world.</p> <p>www.artpromote.com/ethnic.shtml offers resources, pictures and biographies of artists from the countries listed below.</p> <ul style="list-style-type: none"> • African - African American • Chinese • Egyptian • Greek • Indian • Japanese • Mexican • Middle Eastern • Native American • Russian <p>Native American Artists: www.kstrom.net/isk/art/art.html.</p> <p>African Americans in the Visual Arts: www.liunet.edu/cwis/cwp/library/aavaahp.htm</p> <p>An interesting site that covers the Harlem Renaissance and the influence of English classicists on artists prior to this.</p> <p>Aboriginal Arts and Culture Centre: www.aboriginalart.com.au/gallery/eddie_janama/artist_profile.html</p> <p>Evaluating and developing work</p>	<p>Art and design provides an opportunity to portray and celebrate the differences and similarities in the work of men and women artists, crafts people and designers in different times and different cultures.</p> <p>Examples of women artists you might study: Judith Leyster, Rachel Ruysch (born 17th C), Elisabeth Vigee-Lebrun (born 18th C), Berthe Morisot, Mary Cassatt, Suzanne Valadon, Beatrix Potter, Vanessa Bell, Georgia O’Keeffe (all born 19th C), Elizabeth Frink, Bridget Riley (both born 20th C).</p> <p>African artists (contemporary): Arthur Fata, Collen Maduwapera, Colleen Madamobe, Dominic Benhura, Tinashe Makaza.</p> <p>Chinese artists (contemporary): Wang Bo, Xue Ji Ye, Chen Mu, Wing Fai, Xie Qi.</p> <p>Russian artists (contemporary): Andrey Smolkin, Vera Mituyshina, Marianna Smolkina.</p> <p>The website African-Americans in the visual arts has biographies on artists such as:</p> <ul style="list-style-type: none"> • Selma Burke • Romare Bearden • Joshua Johnson • Horace Pippin • John T. Biggers • Elizabeth Catlett <p>Examples of art experiences you might provide linked to different cultures:</p> <p>Textiles Ikat weaving, Australian images in batik, Thai stitching patterns, Native American basketry, Nigerian appliqué design.</p> <p>Drawing Australian Aboriginal rock art – etchings on plaster, Chinese New Year decorations, Islamic prayer mat designs, illuminated letters, Hopi ceremonial drawings.</p> <p>Three-dimensional work Japanese carp kites, African animal masks, Maori ancestral carvings, Egyptian amulets, Ibo anklets, Celtic sculpture.</p> <p>Involve the children in producing an exhibition to improve and develop the school’s environment by:</p> <ul style="list-style-type: none"> • contributing ideas for the organisation of a display; • taking photographs; • producing art work.

3.10 HOW CAN MUSIC AND THE PERFORMING ARTS CONTRIBUTE TO CITIZENSHIP?

Links between music and the performing arts offer a range of opportunities. Some examples are shown below.

Themes/Approaches	Practical ideas
<p>Listening and applying knowledge and understanding</p> <p>Harmony Ridge music dedicated to female singer/songwriters: over 260 artists; search the alphabetical listing: www.rahul.net/hrmusic/</p> <p>Women of Music: www.womenofmusic.com/</p> <p>Alternative contemporary musicians (Global perspective): www.ancient-future.com/links/artists.html</p> <p>Sony music a–z of artists: www.sonymusic.com/artists/</p> <p>Classical genres: www.naxos.com/NewDesign/fintro.files/categ.htm</p> <p>Africa – A celebration of African music: www.putumayo.com/cd/africa2/africa.html. Contains biographies but is intended to sell CDs.</p> <p>English Folk and Traditional Music: http://web.ukonline.co.uk/martin.nail/Folkmus.htm</p> <p>Music research database – contains references to, and listings for, many different genres of music both past and present: www.music.indiana.edu/music_resources/research.html</p>	<p>Children can celebrate diversity through the media of music and drama (listening to, playing and working with others in doing so), as well as by using early role-play to understand issues such as teasing and bullying.</p> <p>Understanding the purposes of music (eg. its use for dance, as a lullaby or as a celebration) is another link between music and citizenship.</p> <p>Making the most of children’s abilities in playing or singing – pupils are expected to learn about singing in unison at key stage 2, which coincides with the emphasis on help and support in key stage 2 citizenship.</p> <p>Issues of cultural diversity – children are encouraged to listen to a range of live and recorded music by men and women from different times and cultures. Included is a number of useful websites to aid your planning.</p>

3.11 HOW CAN PHYSICAL EDUCATION CONTRIBUTE TO CITIZENSHIP?

Links between PE and citizenship offer a range of opportunities. Some examples are given below.

Themes/Approaches	Practical ideas
Is it fair?	Discussing with the pupils whether the activity in which they have just taken part was fair. How do they decide what makes a game fair?
Teamwork	PE helps children recognise that actions have consequences for themselves and others, especially when involved in team activities. Did everybody take part? Did they have fun?
Being a 'good sport'	Discuss issues such as being a good sportsperson, co-operation and trust as they arise in lessons.
Role models	Children respond well to famous sports men and women. Wall displays of contemporary sports personalities can be used to develop the theme of diversity.
Rules of the game	The why and how of law-and rule-making can also be explored in PE. The notion that different rules are needed in different contexts (eg. in ball games, simple touching rather than tackling necessitates release of the ball) and that rules can be created and adapted are areas that PE can actively pursue. There is also the chance to discuss what happens when rules are broken, eg. when athletes take performance-enhancing drugs.
Personal goals	PE is also ideally placed for helping pupils to set personal goals and recognise their worth as individuals, providing you make explicit these aspects of the subject.

3.12 HOW CAN RELIGIOUS EDUCATION CONTRIBUTE TO CITIZENSHIP?

Links between RE and citizenship offer a range of opportunities. Some examples are given below.

Themes/Approaches	Practical ideas
<p>Please note</p> <p><i>‘Schools must provide religious education for all registered pupils, although parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus. Each agreed syllabus should reflect the fact that the religious traditions in Great Britain are, in the main, Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.’</i></p> <p><i>The National Curriculum Handbook for primary teachers in England (QCA, 1999), page 19</i> www.nc.uk.net</p> <p>Visiting speakers</p> <p>(The use of visitors should be in accordance with the school’s policy on using visitors.)</p>	<p>Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.</p> <p>RE is an ideal subject to explore topical issues, such as positive and negative role models in the community, and the consequences of anti-social behaviour. Along with English, it can encourage pupils to look at issues raised in the media from the point of view of what a good citizen should do. RE contributes a moral and spiritual dimension, which might otherwise go uncovered.</p> <p>RE is an appropriate subject to help pupils participate in the resolution of differences by looking at alternatives and asking pupils to justify the choices they make.</p> <p>Inviting speakers from organisations such as the Red Cross, Oxfam and Childline, will help to promote pupils’ understanding of the role of voluntary organisations, community bodies and pressure groups.</p>



Optional Task

Identify the cross-curricular opportunities identified in the *Framework*. Look these up in the relevant subject PoS. Note a learning experience you might provide to develop children’s knowledge, understanding and skills of PSHE and citizenship.

Year group	PSHE & citizenship (refer to <i>Framework</i>)	National Curriculum subject links (refer to relevant PoS)	Planned teaching and learning opportunity

This section focuses on:

- 4.1 Key Stage 3 National Strategy and citizenship;
- 4.2 Inclusion and diversity;
- 4.3 Citizenship at key stages 3 and 4 as part of a broader pattern of developing 5–19 provision;
- 4.4 The content of the citizenship programmes of study at key stages 3 and 4;
- 4.5 The importance of citizenship at key stages 3 and 4;
- 4.6 Provision of PHSE and citizenship;
- 4.7 Teaching and learning;
- 4.8 Assessment and reporting;
- 4.9 What pupils learn about in key stage 3;
- 4.10 What pupils learn about in key stage 4;
- 4.11 Key stage 3 citizenship schemes of work.

4.1 HOW DOES CITIZENSHIP CONTRIBUTE TO THE KEY STAGE 3 NATIONAL STRATEGY?

Pupils' work in citizenship will contribute to raising standards under all four key headings of the Key Stage 3 Strategy.

Raising expectations

Citizenship encourages all pupils to make informed choices about the teaching and learning opportunities available to them, reflect upon what they have achieved and plan their future learning targets.

Ensuring progression

Citizenship will provide a context for the induction of pupils to their new school communities. They will draw upon their range of citizenship experiences at key stage 2 and consider how they build on them at key stage 3.

Engaging and motivating pupils

Citizenship requires the curriculum to be relevant to the needs and interests of pupils. It encourages pupils to think critically about, and enquire into, topical issues, problems and events.

Transforming teaching and learning

Citizenship requires a range of active, participatory teaching and learning approaches and work within communities beyond the school.

4.2 WHAT DOES INCLUSION AND DIVERSITY MEAN IN RELATION TO CITIZENSHIP?



Reading

Inclusion: providing effective learning opportunities for all pupils, National Curriculum, pp18–25

Planning, teaching and assessing the curriculum for pupils with learning difficulties – personal, social and health education and citizenship (QCA, 2001, QCA/01/749)

Consider the implications for the pupils you teach.

QCA Citizenship Guidance,
QCA/00/581

Learning for All; CRE
www.cre.gov.uk/pdfs/lrn4all.pdf

Citizenship is an entitlement for **all** pupils. The three principles for inclusion are:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Within inclusive learning environments and effective citizenship education:

- the contributions of all are valued;
- all feel secure and able to continue;
- stereotypical views are challenged;
- diversity is appreciated –

'Citizenship should be part of a school's celebration of the diversity of its population; it should include consideration of local issues (such as particular manifestations of racism and its removal) as well as national ones.'

(Citizenship Guidance QCA 00/581 page 5)

- individuals take responsibility for their own actions;
- bullying and harassment are challenged.

4.3 HOW IS CITIZENSHIP AT KEY STAGE 3 AND KEY STAGE 4 PART OF A BROADER PATTERN OF DEVELOPING 5–19 PROVISION?

Citizenship at key stages 3 and 4 seeks to build upon pupils' citizenship experiences and learning from the non-statutory guidelines for personal, social and health education and citizenship at key stages 1 and 2, which took effect in August 2000.

This will have supported pupils in:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active role as citizens;
- developing healthy, safer lifestyles;
- developing good relationships and respecting the differences between people.

The programmes of study and attainment target for citizenship become statutory from 1st August 2002 for all year groups in key stages 3 and 4.

See the *National Curriculum Handbook for primary teachers in England* (QCA, 1999; QCA/99/457) pp136–41, or at www.nc.uk.net

4.4 WHAT IS THE CONTENT OF THE CITIZENSHIP PROGRAMMES OF STUDY AT KEY STAGES 3 AND 4?



Reading

pp183–186 the *National Curriculum Handbook for secondary teachers in England: Citizenship (QCA, 1999)*.

www.nc.uk.net

The programmes of study for citizenship set out the knowledge, skills and understanding requirements for each key stage in three interrelated parts.

- Knowledge and understanding about becoming informed citizens.
- Developing skills of enquiry and communication.
- Developing skills of participation and responsible action.

4.5 WHY IS CITIZENSHIP IMPORTANT AT KEY STAGES 3 AND 4?

The introduction to citizenship at key stages 3 and 4 states:

‘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. 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 of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities and develops pupils’ ability to reflect on issues and take part in discussions.’

Citizenship is complemented by the *Framework for personal, social and health education at key stages 3 and 4*.

The National Curriculum Handbook for secondary teachers in England (QCA, 1999), page 183

4.6 HOW CAN CITIZENSHIP BE PROVIDED?

Schools decide how PSHE and citizenship will be taught, therefore the national picture will be a diverse one, as the Crick Report explicitly notes. Suggested approaches give schools:

‘the flexibility to adapt existing programmes and take into account local conditions and opportunities, thus avoiding any danger of a single, centralised way of teaching citizenship being imposed.’

You may encounter different provision, eg.:

- **Discrete provision** You may find citizenship timetabled with a dedicated scheme of work.
- **Provision through teaching and learning in other subjects/curriculum areas** Aspects of the PoS for citizenship may be taught within and through other subjects, curriculum areas and GNVQ. Some subjects offer opportunities to make links through their programmes of study. You might, therefore, find citizenship identified in the schemes of work and lesson plans of different subjects.
- **PSHE and citizenship activities and school events** This may be part of a whole-school approach. Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

For more information, see *Citizenship at key stages 3 and 4, Initial guidance for schools* (order reference QCA/00/581)

There will be staff (one or more) who are responsible for the management and co-ordination of citizenship. If you are required to teach citizenship as a subject or as part of another curriculum area, you might want to find out who this is and seek advice.

4.7 HOW SHOULD I TEACH CITIZENSHIP?

The way in which learning experiences are provided in citizenship is fundamental to its success. In order to ensure the requirements of the citizenship programme of study are met and that pupils gain a broad range of active citizenship experiences, they should:

- take responsibility for their own learning;
- explore and discuss topical issues of significance and interest;
- work in groups of different sizes and compositions;
- explore and discuss issues through informed discussion and debate, simulation activities or role play;
- undertake work with adults other than teachers;
- take time to reflect on all their experiences in both the formal and informal curriculum.



Optional Task

Read the QCA (2000) *Citizenship at key stages 3 and 4: Initial guidance for schools* (pp19–24). Note the 'key concepts' identified by the Advisory Group on Education for citizenship.

The key concepts, knowledge, skills and understanding that underpin the PoS are promoted through the use of enquiry, ie. through questions such as What? Why? How? When? Where? Choose one of the key concepts you have noted and list appropriate enquiry questions for a year group in key stage 3.

You need to provide structured opportunities to explore issues actively, problems and events through school and community involvement and to take part in critical discussions that are challenging and relevant to pupils' lives. *Citizenship at key stages 3 and 4, Initial guidance for schools* includes advice and examples of projects in which different schools have been involved. The guidance suggests teaching and learning approaches that promote active learning:

- research;
- groupwork and discussion;
- simulation activities;
- action.

The guidance suggests how the three interrelated parts of the PoS might be developed and applied to forms of curriculum provision for citizenship chosen by the school. They could be shaped by subject links, teaching and learning opportunities, community links, special events, tutorial work or other activities that contribute to citizenship. The three approaches in the *Guidance* are:

- a concepts approach;
- a skills approach;
- an enquiry approach.

For guidance on teaching strategies, see 'Classroom and Behaviour Management' in this series

4.8 IN WHAT ASSESSMENT, RECORDING AND REPORTING PROCEDURES MIGHT I BE INVOLVED?



Reading

'Assessment, recording and reporting' in *Citizenship at key stages 3 and 4: Initial guidance for schools* (QCA, 2000) p25

In citizenship, assessment should be based on the attainment target for citizenship and the end of key stage descriptions for key stages 3 and 4. The end of key stage descriptions for key stages 3 and 4 are published with the programmes of study. There is no eight-level grade description for citizenship

You will need to record pupil progress and results of assessment. You might need to contribute to this, so it is important that you find out what is expected of you and the systems the school uses, eg. pupil profiles, record sheets or portfolios. Pupils should be encouraged to review and record their own progress and develop other skills in managing their own learning through use of the national record of achievement and progress file. You will need to provide annual reports on citizenship.

At key stage 3, there will be a requirement for an end of key stage assessment for citizenship. The first assessment will be made for those pupils in Year 9 in 2004.

The schemes of work include examples of activities to promote active, participatory assessment. Assessment in citizenship should enable pupils to:

- review the progress they have made during the key stage in each strand of the citizenship programme of study;
- reflect on their experiences across the curriculum and in broader community activities;
- demonstrate some of the skills, knowledge and understanding they have acquired.

There are no statutory arrangements for assessment at key stage 4. Syllabuses and short course GCSEs in Citizenship Studies have been approved and are currently being piloted by examination boards for implementing examinations in 2003. Qualifications accredited by the QCA, if approved, will be sent to schools for teaching from September 2002.

GCE A/AS levels, GCSEs and AVCE/GNVQs are offered by three awarding bodies:

- Assessment and Qualifications Alliance (AQA);
- Edexcel Foundation (Edexcel);
- Oxford, Cambridge and RSA Examinations (OCR).

Key stage 3

www.qca.org.uk/ca/subjects/citizenship/

www.qca.org.uk/ca/tests/ara/

Key stage 4

www.dti.gov.uk/enterpriseguide/citizen/index.htm

www.qca.org.uk/pdf.asp?/ca/subjects/citizenship/short_course_criteria.pdf

www.dfes.gov.uk/citizenship/teac_post.cfm

AQA: www.aqa.org.uk/
Edexcel: www.edexcel.org.uk/
OCR: www.ocr.org.uk

Recognising achievement



Reading

'Recognising achievement' in *Citizenship at key stages 3 and 4: initial guidance for schools* (QCA, 2000) pp25–26

- Schools might recognise achievements in a variety of ways, including school-based certificates that reflect specific activities. Decisions on the most appropriate way of recognising an individual pupil's attainment will be based on the school's judgement about pupils' needs and abilities.
- Before using an external qualification schools should ensure that it has been approved by the Secretary of State. A list of approved qualifications is published annually by the DfES.
- Schools might wish to consider what role the range of other awards covering aspects of citizenship learning can play in delivering the subject and in recognising pupils' achievements. Schemes such as Duke of Edinburgh Award Scheme, the ASDAN Award Scheme, the Unit Award scheme, Crest Awards and First Aid Awards have general approval as curriculum resources and for use within records of achievement.

4.9 WHAT DO PUPILS LEARN ABOUT DURING KEY STAGE 3?

The programme of study summarises what pupils should learn about in key stage 3:

'Pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level and through taking part responsibly in community activities.'

4.10 WHAT DO PUPILS LEARN ABOUT DURING KEY STAGE 4?

The programme of study summarises what pupils should learn about in key stage 4:

'Pupils continue to study, think about and discuss topical political spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.'

4.11 HOW CAN THE KEY STAGES 3 AND 4 CITIZENSHIP SCHEMES OF WORK SUPPORT MY TEACHING?

The flexible schemes of work for citizenship provide guidance for teachers on how to plan provision for citizenship and expand on teaching, learning and assessment outcomes. The schemes of work reflect the flexible nature of the curriculum, allowing schools to:

- build on what they might be doing already;
- vary the depth of coverage of aspects of knowledge and understanding;
- be innovative and develop their own approaches to citizenship;
- promote continuity and progression that builds on previous learning.

The citizenship scheme of work for key stage 3 is for all those who are planning or supporting effective delivery of citizenship. It includes:

- a **Teacher's guide**, with practical ideas about whole-school planning, approaches to, and delivery, of citizenship;
- **exemplar units** that reflect the flexible nature of the citizenship programme of study requirements. The units can be adapted by schools to meet the needs of their pupils and to fit in with their citizenship provision;
- **subject leaflets**, which map where citizenship and other subject programmes of study are compatible and suggest opportunities for teaching citizenship through other subjects;
- **Getting involved – extending pupil participation** booklet of ideas about involving pupils in different aspects of school and community-based activities;
- **Senior managers' guide**, a leaflet designed to help senior managers and governors of schools to implement citizenship as a new national curriculum subject.

The key stage 3 scheme has been sent out, as printed documents, to all schools with key stage 3 pupils. For further copies of the printed scheme, please contact QCA publications (tel: 01787 884444, fax: 01787 312950) and quote order ref: QCA/01/776.

The key stage 4 schemes of work are available online.

www.standards.dfes.gov.uk/schemes2/citizenship/

www.standards.dfes.gov.uk/schemes2/citizenship/teachers_guide/

www.standards.dfes.gov.uk/schemes2/citizenship/?view=Units

www.standards.dfes.gov.uk/schemes2/citizenship/?view=Subject+leaflets

www.standards.dfes.gov.uk/schemes2/citizenship/booklet/

www.standards.dfes.gov.uk/schemes2/citizenship/managerguide/

www.standards.dfee.gov.uk/schemes2/ks4citizenship/

Key stage 3 schemes of work: exemplar teaching units

www.standards.dfes.gov.uk/schemes2/citizenship/

The citizenship schemes of work consists of 19 exemplar teaching units that can be combined in different ways, supplemented with materials from other subjects and adapted to create explicit opportunities for citizenship.

The flexible schemes of work provide guidance for teachers on how to plan provision for citizenship and expand on teaching, learning and assessment outcomes. The schemes of work reflect the flexible nature of the curriculum, allowing schools to:

- build on what they might be doing already;
- vary the depth of coverage of aspects of knowledge and understanding;
- be innovative and develop their own approaches to citizenship;
- promote continuity and progression that builds on previous learning.

Each unit title links to the full online version of the unit. From here you can browse the unit or download the PDF or Word version. Alternatively, you can obtain a complete set of PDFs or Word files from the downloads page.

Year	Unit no.	Unit title
7	1	Introductory unit: Citizenship – what's it all about?

Units 2 to 9 provide examples of discrete citizenship provision that can be linked with other subjects.

Year	Unit no.	Unit title
7–9	2	Crime
7–9	3	Human rights
7–9	4	Britain – a diverse society?
7–9	5	How the law protects animals – a local-to-global study
7–9	6	Government, elections and voting
7–9	7	Local democracy
7–9	8	Leisure and sport in the local community
7–9	9	The significance of the media in society

Units 10 to 13 provide examples of citizenship that can be delivered through other subjects and/or as discrete citizenship provision.

Year	Unit no.	Unit title
7–9	10	Citizenship and geography: Debating a global issue
7–9	11	Citizenship and history: Why is it so difficult to keep the peace in the world today?
7–9	12	Citizenship and history: Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?
7–9	13	Citizenship and RE: How do we deal with conflict?

Units 14 to 18 provide examples of citizenship that can be delivered through wider curriculum activities or off-timetable events.

Year	Unit no.	Unit title
7–9	14	Developing skills of democratic participation
7–9	15	Crime and safety awareness – a whole-school, multi-agency approach
7–9	16	Celebrating human rights – citizenship activities for the whole school
7–9	17	School linking
7–9	18	Developing your school grounds

9	19	Review unit: Assessing progress and recognising achievement at the end of key stage 3
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Note: The units can be used in any order. The unit numbers are to help with referencing and do not indicate the order in which the units are to be used.

Key stage 4 schemes of work: exemplar teaching units

The key stage 4 citizenship scheme of work consists of 12 exemplar teaching units that can be combined in different ways to address the requirements of the key stage 4 programme of study for citizenship. Some of the ideas in the units can be adapted for use at key stage 3, just as units in the key stage 3 scheme can be adapted for use at key stage 4.

Each title below links to the full online version of the unit. From here you can browse the unit or download the PDF or Word version. Alternatively you can obtain a complete set of PDFs or Word files from the downloads page.

Year	Unit no.	Unit title
10–11	1	Human rights
10–11	2	Crime – young people and car crime
10–11	3	Challenging racism and discrimination
10–11	4	How and why are laws made?
10–11	5	How the economy functions
10–11	6	Business and enterprise
10–11	7	Taking part – planning a community event
10–11	8	Producing the news
10–11	9	Consumer rights and responsibilities
10–11	10	Rights and responsibilities in the world of work
10–11	11	Europe – who decides?
10–11	12	Global issues, local action

Note: The units can be used in any order. The unit numbers are to help with referencing and do not indicate the order in which the units are to be used.

Useful reading and resources

DfEE (2000) *Preparing Young People for Adult Life*. London: DfEE.

DfEE/QCA (1999) *Flexibility in the secondary curriculum* (QCA/99/477). London: QCA.

DfEE/QCA (1999) *National Curriculum Handbook for primary teachers in England* (QCA/99/457). London: QCA.

DfEE/QCA (1999) *National Curriculum Handbook for secondary teachers in England* (QCA/99/458). London: QCA.

DfEE/QCA (2000) *Citizenship at key stages 3 and 4: Initial guidance for schools*, QCA/00/581. London: QCA.

DfEE/QCA (2000) *PSHE and citizenship at key stages 1 and 2, Initial guidance for schools* (QCA/00/579). London: QCA.

DfEE/QCA (2000) *PSHE at key stages 3 and 4, Initial guidance for schools* (QCA/00/580). London: QCA.

DfES/QCA (2001) *Planning, teaching and assessing the curriculum for pupils with learning difficulties – personal, social and health education and citizenship* (QCA/01/749). London: QCA.

Useful websites

Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.

www.actionaid.org/	ActionAid
www.bbc.co.uk/learning/library/human_rights/index.shtml	Action on Human Rights
www.amnesty.org	Amnesty International
www.blink.org.uk	Black Information Link
www.britcoun.org/governance/	British Council
www.le.ac.uk/se/centres/citizenship/cs.html	Centre for Citizenship Studies in Education
www.standards.dfee.gov.uk/otherresources/publications/parliament/	Children's Parliament
www.care.org.uk/index.htm	Christian Action Research and Education
www.cre.gov.uk/	Commission for Racial Equality
www.citizenshipfoundation.org.uk/index.php4	Citizenship Foundation
www.csv.org.uk	Community Service Volunteers
www.cewc.org.uk	Council for Education in World Citizenship
www.oneworld.net	Development agencies
www.electoral-reform.org.uk	Electoral Reform Society
www.english-heritage.org.uk	English Heritage
www.eoc.org.uk	Equal Opportunities Commission
www.europarl.eu.int/home/default_en.htm	European Parliament
http://europa.eu.int/	European Union
www.explore.parliament.uk	Explore Parliament
www.citizen.org.uk/speakout	Focus on European citizenship
www.foe.co.uk	Friends of the Earth
www.globallink.org.uk	Global Link
www.cwis.org	Indigenous peoples
www.citizen.org.uk	Institute for Citizenship
www.partnerships.org.uk/	Partnerships online – communities for Neighbourhoods and Networks
www.pro.gov.uk/education/	Public Record Office
www.metoo.org.uk	Racism, persecution, prejudice
www.refugeecouncil.org.uk	Refugee Council
www.dialogueworks.co.uk/newswise	Resource for thinking through topical news stories:
www.schoolcouncils.org/	School Councils UK
www.srtrc.org	Show Racism the Red Card
www.timeforcitizenship.com	Time for Citizenship
www.un.org/	UN (including European Declaration of Human Rights)