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The future of citizenship

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Citizenship

- **Citizenship education is now part of the PSHE and Citizenship framework in primary schools and became a compulsory subject in September 2002 in secondary schools.**
- **1997 White Paper 'Excellence in Schools'.**

Secretary of State pledged to:

'Strengthen education for Citizenship and the teaching of democracy in schools'

Citizenship Education has three strands:

**1. Social and moral responsibility:
pupils learn, from the beginning, self-
confidence and socially and morally
responsible behaviour, both in and
beyond the classroom, towards those
in authority and each other.**

2. Community involvement: pupils learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

3. Political literacy: pupils learn about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally, and nationally, through skills as well as knowledge.

What is it meant to achieve?

- **Citizenship education gives pupils the knowledge, skills and understanding to play an effective role in society.**
- **It helps them to become informed, thoughtful and responsible citizens aware of duties and rights.**
- **It promotes their spiritual, moral, social and cultural development, making them more self-confident.**
- **It encourages pupils to play a helpful part in the life of their school, community and world.**

What documentation exists?

- **The main source material is the Red Book**
- **KS2 as part of PHSE**
- **The Blue Book (for KS3 and KS4)**
- **Schemes of work**
- **Commercial publications**

Support from DFES?

- **More support than many other initiatives have received – however, mostly aimed at first year**

Dfes Project

**QCA Schemes
of Work**

**Website
support**

**Lit/Num
Strategies
KS3**

Ofsted

**KS3
Toolkit**

HSI

**exam
courses**

ITT

**'Good Value'
CPD**

Teaching...?

- **Business Studies is one obvious and effective vehicle for the teaching of Citizenship, covering on the one hand issues such as legislation, consumer rights, citizens' responsibilities and personal financial management; on the other hand the wider issues of government intervention, globalization, multi-nationalism and the moral questions raised by these.**

Teaching...?

- **Citizenship may be taught as a discrete subject, through PHSE, or through any other appropriate subject area.**

Do I have to do it?
Do I have to know about it?

Yes

4.1 Citizenship education is a statutory entitlement in the curriculum and all schools are required to show that they are fulfilling the obligation that this places on them.

5.9.2 It is vital that teachers have the knowledge, understanding, skills and confidence needed to be successful in the interactive teaching approaches which underpin effective learning in citizenship education.

**Does everyone have to teach it?
What if I'm not confident with issues
of morals, sex, race and other
controversy?**

**You may have to - and
you should be confident ...
you're a professional**

1.9 Parents and the public generally may be worried about the possibility of bias and indoctrination in teaching about citizenship. We must recognize that teaching about citizenship necessarily involves discussing controversial issues. After all, open and informed debate is vital for a healthy democracy.

Teachers are aware of the potential problems and are professionally trained to seek for balance, fairness and objectivity.

How will I know if pupils are getting the right learning opportunities?

By using a range of teaching & learning strategies

6.3.2 (a) The learning outcomes will be best achieved through a broad range of teaching approaches and learning opportunities.

Several possible approaches have emerged in schools:

Approaches

Through NC subject

Through PHSE

Whole school – off timetable

Programmes of Study

- **The citizenship programmes of study are light-touch and flexible, allowing your school to plan and develop a curriculum that:**

Programmes of Study

- **enables you to build on what you are already doing in a flexible and innovative way;**
- **is relevant to pupils, connecting with their interests and experiences;**

Programmes of Study

- encourages pupils to investigate and think critically about issues of current interest, using problem solving, reasoning and evaluation skills;
- relates to pupils' abilities and backgrounds;
- provides pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in their schools and the wider

**What do schools need to do to
implement the new national
curriculum subject of
citizenship?**

We need to...

- **ensure that staff appointed to lead the development of citizenship provision have sufficient seniority to coordinate a whole-school approach;**
- **involve staff, governors and pupils in decision-making about needs, priorities and provision;**

We need to...

- **plan citizenship provision to meet pupils' needs, and ensure that it relates to other whole-school priorities;**
- **audit current provision in order to build on what you do already, and decide which aspects of citizenship to address through separately timetabled discrete provision and which to address through other subjects;**

We need to...

- **ensure that pupils can participate in the life and decision-making of the school and wider community as an explicit part of citizenship provision;**
- **identify other agencies and partners who contribute to pupils' personal and social development;**

We need to...

- **link with local and national priorities, for example through contact with Community Safety Partnerships, Drug Action Teams, teenage pregnancy initiatives, Connexions, Education Action Zones;**
- **meet regularly with the citizenship coordinator and key staff to ensure that progress is being made with the support of SMT.**

Audit trail...

- **What are the particular characteristics of our school community? (including geographical context, diversity, inclusion, equal opportunities).**
- **How do these affect all our pupils' needs, concerns and interests (including their personal and social development)?**

Audit trail...

- **Who has been consulted about pupils' needs and priorities? - Pupils? Parents? School staff? Governors? The wider community?**
- **How do these affect all our pupils' needs, concerns and interests (including their personal and social development)?**

Audit trail...

- How can the flexibility of the citizenship programmes of study help the school to meet pupils' needs, for example by varying the depth and focus of different aspects according to the school's particular requirements?