

Why Citizenship?

Teachers have been working hard to prepare for the new subject. Organisations like the Institute for Citizenship have been working hard to set up imaginative projects and produce resources. And the DfES and QCA have been working hard to make sure everything is in place for this year. While we are all so busy it is important to sit back and remember why we are doing this. There are a great many reasons why we need citizenship education. For individuals, schools and for society as a whole, it can provide enormous benefits.

As society evolves and we confront new dilemmas and problems, our education system also evolves. Not only do today's young people need an education that equips them with flexible skills for the job market but they need to understand their rights and responsibilities in an increasingly diverse society and in a world connected with instant and constant communication. Whatever a citizen's age, their understanding and expectations of society are affected in some way by their school education. And whilst schools do not condition young people, they remain an important source of experiences and therefore have some influence in shaping their perceptions and values. When we educate young people, we are educating them for now and for the future. With this in mind, the stated aims of the National Curriculum include: *The school curriculum should pass on enduring values, develop pupil's integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.*

A section of the Crick report on the aim of citizenship education is worth remembering:

"We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service, and to make them individually confident in finding new forms of involvement and action among themselves."

(Education for citizenship and the teaching of democracy in schools: Final report of the Advisory Group on Citizenship, 22 September 1998)

These aims underpin the whole curriculum and citizenship education is central to their achievement. The formalisation of citizenship as a discrete subject means there will be further support for teachers and a clearer entitlement for students. It

also means that the wider conception of the school as a community can be recognised as a major focus of school development. And that work on realising a positive school ethos must be seen as essential, as the lessons we deliver under the title of 'citizenship' have to fit in with a wider set of values established throughout the life of the school.

For schools where it is easy to feel there are enough problems and new initiatives and too little time to pay enough attention to them, it is important to realise that citizenship education and increased student participation has been central to increasing achievement and inclusion in schools where it has been embraced. There is some evidence that suggests pupils with more opportunities for real participation in their school communities do better at school across a range of measures including attendance, punctuality and exam results¹.

In addition to changes within schools, citizenship also provides an incentive to improve networks in local communities. If schools are to provide opportunities for young people to participate for real then community groups offer real projects and campaigns in which the skills of participation and reflection can be practised and developed and in which negotiation and conflict resolution will feature naturally. Of course it will take years for schools to establish these relationships in the ways they want, but the benefits to all involved will be considerable.

¹Hannam, D. (2001) www.csv.org.uk/csv/report10.pdf

CitizenshipUpdate



AUTUMN 2002 • SECONDARY

Welcome

Welcome to the first Institute newsletter for 2002-3. Given the other factors that have disrupted schools at the beginning of this term, the introduction of citizenship into the secondary curriculum may have already passed without much comment into your school. In this edition, and throughout the year, we want this newsletter to serve your needs and help you to make the most of citizenship in schools. In this edition we include a variety of practical ideas from schools and some further information about the Institute for Citizenship and the resources and services we can offer you to make this year successful.

For further information please visit our website www.citizen.org.uk or phone us on 020 7241 7414.

WHAT'S IN THIS ISSUE?

News.....	page 1
Citizenship and SEN	page 2
Citizenship and ICT	page 2
Global Citizenship.....	page 3
Economic Citizenship.....	page 3
Why Citizenship?	page 4

News

CSV Education for Citizenship

Following CSV's recent launch of *Active Citizenship in Schools* by John Potter, CSV has also launched tailored training sessions led by the author on the implementation of citizenship as a whole school policy. Upcoming training dates at CSV for 2002 are:

- 23rd September • 4th November
- 18th November • 9th December.

For more information or to book a place contact CSV on 020 7643 1313 237 Pentonville Rd, London, N1 9NJ.

The Citizenship Foundation

The Citizenship Values Awards, run by the Institute of Global Ethics and the Citizenship Foundation, celebrates its pilot year on 2 October. The scheme, which promotes values-based approaches to citizenship education, has involved 145 schools and youth organisations across the UK.

The Magistrates' Court Mock Trial Competition introduces 12-14 year olds to the law through role-play in real courts across the UK. Apply by 25 October. Contact info@citfou.org.uk

Talking ACT - Your Professional Association

The highly successful Association for Citizenship Teaching (ACT) conference in London on 24th of June brought a crop of ideas from members for future ACTivities. Most concerned improving professional support for those teaching citizenship education, there was interest, too, in involving young people and community partners, and, importantly, to keep the big citizenship issues high on the agenda. For further information, go to www.teachingcitizenship.org.uk. To join ACT, contact ACT / Questions Publishing 0121 666 7878.

Assessment

The QCA have put the draft guidance on assessment on their website www.qca.org.uk. The PSHE and Citizenship team is keen to hear from teachers about how assessment is taking shape in schools and to gather feedback on the advice.

Drug, Alcohol and Tobacco Education

QCA are developing a teachers' booklet and exemplar units to support teaching about drugs, alcohol and tobacco through PSHE and Citizenship. For further information on the resources and money for training, download their June newsletter in the Citizenship section of www.qca.org.uk. The Institute for Citizenship is producing key stage 3 and 4 resources to complement the QCA exemplar units on Alcohol. This project is funded by the Portman Group and will be available to download free from the education section of our website (www.citizen.org.uk) this December.

Speakout on European Citizenship! revised for 2002/3

The Institute for Citizenship's educational project aimed at 15-18 year-olds from across Europe, has been given a revamp for this academic year. The new-look teacher guide features new writing from European politicians and observers, includes contrasting perspectives on each of the nine issues covered, and provides a number of student activities. The website, at www.citizen.org.uk/speakout, has been updated and the registration procedure simplified, to ensure that all young people will be able to easily access the discussion forums and participate in some lively discussions.

Backcopies of this newsletter are available on our website: www.citizen.org.uk/education/resources.html

Institute for Citizenship,
HPDC, Queensbridge Building, Albion Drive
London E8 4ET

e-mail education@citizen.org.uk
tel: 020 7241 7414

Citizenship and SEN Helen Young

Inclusion is central to Citizenship Education. To ensure that this is not just another 'feel-good' slogan, we need to ensure that inclusion is central to all planning and not just an add-on in the final column of the scheme of work. Guidance on special educational needs tells us to be clear in our expectations; use a range of stimuli; and reduce distractions. These are things that we should all be doing all the time, whatever the ability range in our classes. It is not only pupils classified as having special educational needs who benefit from these approaches, all pupils do.

Resources for pupils with severe and profound and multiple learning difficulties (SLD and PMLD)

Through a year long project, working closely with teachers, the Institute for Citizenship has developed 'Citizenship Education for Young People with Special Educational Needs'. This resource is available free on the Internet (www.citizen.org.uk/education/senresources.html) and provides meaningful ways into the curriculum for these pupils.

There are 11 themes each with a number of activities. The themes correlate loosely with the elements of the programme of study. The activities are based on the view that learning should be participative and fun.

Contact Helen Young on 020 7241 7414 or helen@citizen.org.uk.



QCA Guidance

As part of its series of advice and guidance, the QCA has produced: 'Planning, teaching and assessing the curriculum for pupils with learning difficulties: Personal, social and health

education and citizenship'. This guidance provides ideas for interpreting the curriculum for pupils aged between five and 16 who have moderate to profound and multiple learning difficulties. It confirms the statutory entitlement of all pupils to the National Curriculum and provides strategies for modification such as choosing appropriate material from an earlier key stage.

The guidance also provides performance descriptions or P scales. These can be used in the same way as National Curriculum level descriptions but are for learning before level 1. Some teachers have found breaking down learning before level 1 into P1 - P8 useful whereas others have chosen to use other methods of measuring learning and attainment.

This guidance is available from QCA or can be downloaded from www.nc.uk.net/Id/PSHE_content.html.

Citizenship and ICT Edward Eldon

At Goffs School our answer to the approaching "Statutory" nature of Citizenship has been to develop a new course, which we have called "PCI". In this we combine the Programs of Study for PSHE, Citizenship and ICT - hence "PCI". We therefore get "Dual Accounting of Time" - in effect, two subjects taught at the same time.

We have written a number of Citizenship and PSHE modules that use ICT as a significant delivery vehicle for the necessary content and skills. We have developed an intranet site that includes Schemes of Work, pupil and teacher materials, interactive quizzes, on-line assessments and even lesson plans. Thus pupils might be doing work on "Diversity", one of our KS3 Citizenship units, and use the interactive intranet site to get to grips with some of the new vocabulary and concepts. They then

move on to design a leaflet for pupils of their own age on the "Ethnic Mix of the United Kingdom". This would involve them looking at in-house on-line definitions and statistics, as well as linking to external websites. This piece of work covers several of the PoS statements for KS3 Citizenship eg 1b, 2a,b and 3a. We are currently working on the assessment of ICT levels, and reported these for the Year 8 students this year.

An exciting development personally has been working with Edexcel to develop their "Citizenship Studies" short course GCSE. For KS4 at Goffs we still do "PCI", but we have been developing our material so that it is based around the Edexcel Syllabus. Along with this we are working on the ICT components so that students who take our "PCI" course will be able to get short course GCSEs in both Citizenship and ICT. Most of our

current year 10s will take the Citizenship GCSE in 2003, and it is planned that next years' will take both. This gives the course considerable prestige amongst pupils and staff. Again, the course is based around an Intranet site, and pupils use this for much of their lesson time.

However, the nature of Citizenship includes enquiry, communication, participation and responsible action, and to enrich coverage of these we naturally build in discussion work, presentations, group work and so forth at both KS3 and KS4.

In the near future we aim to market our KS4 "Citizenship and ICT" course. If you would like to be kept informed about this please email me at eel@gooffs.herts.sch.uk or at edward@eldn.freeserve.co.uk

Global Citizenship Louise Douglas

So Citizenship is well and truly upon us! Apart from the fact that secondary schools must address it from this term and primaries are encouraged to include it in their PHSE work, there are many reasons why it is important. Citizenship in its broadest sense should allow children to understand the world in which they live and help them to understand their role in it. The lives of everyone around the globe are more interdependent and more closely connected than ever before in so many different ways for example, through families, through trade, through communications, and, it seems, increasingly through global conflicts.

Young people need the opportunity to understand the complex world in which they are growing up and their responsibilities to themselves, others and the planet itself if they are to play an active part in striving for a more just and sustainable world. Global Citizenship is

about working to achieve this. At Oxfam Education we feel that our Curriculum for Global Citizenship is an extremely useful planning tool for teachers wanting to help young people make sense of the world and to develop not only knowledge and understanding but also the skills and attitudes to do so. We see a Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- is outraged by social injustice
- participates in and contributes to the community at a range of levels from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions

The Curriculum can help teachers to address global citizenship right across the key stages and the whole curriculum. There are many steps a school can take to ensure an active approach to global citizenship for example, is fairly traded tea and coffee used in the staffroom, are children encouraged to be welcoming to all visitors and to challenge discrimination, do classroom resources reflect and celebrate diversity, is there an active school council, is there a school commitment to sustainable development?

Oxfam's latest Catalogue of Education Resources and our Curriculum for Global Citizenship are free; for these, please contact Lena Cromartie, Oxfam DE, 232-242 Vauxhall Bridge Road, London SW1V 1AU. 0207 931 7660.

You can also visit our website at www.oxfam.org.uk/coolplanet.

Economic Citizens Jeremy Hayward

The citizenship curriculum contains much that fits easily under the banner of political literacy. But alongside these are the following strands: (KS4)

1. Pupils should be taught about...
 - e. how the economy functions, including the role of business and financial services
 - h. the rights and responsibilities of consumers, employers and employees

How do these components, which can be loosely termed economic citizenship, fit in with the general ethos of citizenship?

Citizenship education aims, in part, to enable students to play an effective role in society. Issues such as work, pensions, interest rates, shopping, credit and debt, play an enormous part in all our lives, and so form a natural component of citizenship.

However, in addition to being a part of everyday life, economic issues are increasingly central to political debate, and in this way too, form a natural part of the new subject. For students, as con-

sumers and, in many cases, employees, economic issues can also provide a crucial link between the personal and the political. In recent times, consumer power has become a growing way of expressing political opinion allowing young people a means to support or reject the policies of companies and countries and, in effect "vote" with their money. In this way, economic issues can serve as a good route to the broader world of politics.

So there are several reasons why the economic strand is an integral part of the new subject. However, because it can involve specialist knowledge there is a danger that it may be overlooked in favour of the more traditional elements of political literacy. So delivering economic citizenship may require special consideration:

- It may be possible to deliver some elements though other subjects, thus taking advantage of any subject specialism within the school, eg; maths, business studies and design and technology.
- Outside agencies may be able to deliver some specialist areas. eg local

Trading Standards Authorities (www.tradingstandards.gov.uk), banks, unions and business organisations may be able to help.

- Tying the component to a work experience unit, making the learning much more active and experiential, could have benefits all round.

To help schools deliver this economic strand the Institute has teamed up with expert partners to produce four FREE resources.

- *Economic Citizenship*
- *Consuming Passions*
- *Work Matters*
- *Net Benefit*

For further information on these resources please see the enclosed leaflet.

These four resources have been sent free of charge to all schools in England. Some additional copies are available to order, please call 020 7241 7419 or email education@citizen.org.uk. The first three resources can be downloaded from our website: www.citizen.org.uk/education/resources.html.