

# Citizenship Update

Summer 2001

Secondary

## Welcome

The Institute for Citizenship has published *Citizenship Update* for secondary schools each term this year. We hope that you have found it useful to keep on top of the news and have been able to draw some inspiration from the ideas included. Most of the ideas for the content have been suggested by teachers and we are keen to find out what you would like to see to make the Update more relevant in the final year leading up to September 2002. Please take a moment to tear off and complete the slip on the accompanying letter, and send it to us at the education team's new address: Institute for Citizenship, Hackney Professional Development Centre, Queensbridge Building, Albion Drive, London, E8 4ET or phone us on 020 7241 7414. You can also e-mail comments to [info@citizen.org.uk](mailto:info@citizen.org.uk)

## News Update

### Free Resources

We value feedback from students and their teachers on our resources and are looking for new pilot schools. If you would like to participate in projects on new technology and its implications for citizenship, sustainable development, economic citizenship or special educational needs please get in touch with Lee Jerome, Education Director at the new education team address above or at [lee@citizen.org.uk](mailto:lee@citizen.org.uk). Pilot schools receive draft packs and are all acknowledged in final publications, which they will receive free at the end of the project.

### Election Feedback

The Institute for Citizenship made *Learning Through Elections* available to all schools in England, and also put it on our website [www.citizen.org.uk](http://www.citizen.org.uk). As with all our resources we are keen to develop materials further in the light of feedback and new ideas from teachers and students. If you would like to see your ideas incorporated in the web-based resource for the future, we would be grateful to receive suggestions and comments at [info@citizen.org.uk](mailto:info@citizen.org.uk) or at the education team address.

### Activate!

Nelson Thornes is about to launch a major range of resources for Citizenship at Key Stage 3. Developed with the Institute for Citizenship, the range includes a series of text books written with teachers, a number of topical projects extensively piloted in a range of schools, a

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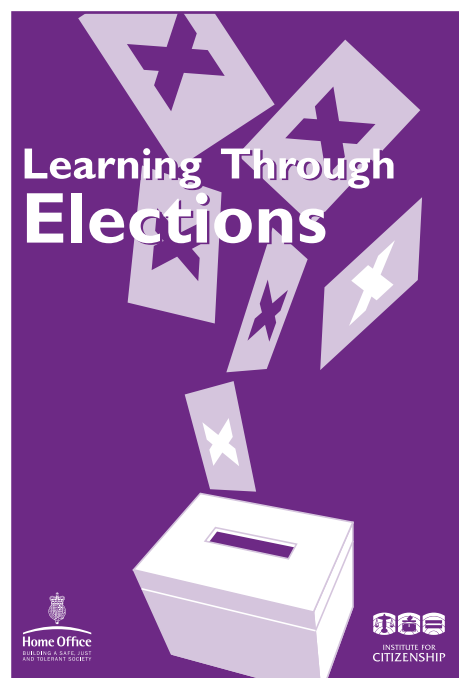
picture based CD-Rom developed with Special Needs teachers and a Starter File which aims to provide a practical starting point for teachers getting to grips with Citizenship. For more details you can contact your local product specialist on 0870 241 3059, email them at [re@pse@nelsonthornes.com](mailto:re@pse@nelsonthornes.com) or visit their website at [www.nelsonthornes.com](http://www.nelsonthornes.com)

### Initial Teacher Training

150 beginning teachers will start their courses next term with identified and substantial elements of Citizenship in their courses. Courses will range from providing Citizenship as a stand alone specialism to combinations with Humanities and Art subjects.

### Association for Citizenship Teaching

The new professional subject association will be officially launched at the inaugural conference in London on the 30th June 2001. The conference will include an update from HMI on inspection arrangements, workshops and an election to appoint the ACT committee. If you are not yet a member and do not receive the journal *Citizenship Teaching*, you can get in touch with the organisation at [rebecca@citizen.org.uk](mailto:rebecca@citizen.org.uk) or write to them at Association for Citizenship Teaching, c/o Institute for Citizenship at the address at the top of the page. Alternatively you could phone Rebecca McTernan on 020 7241 7418.



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## Citizenship for Sustainability

Citizenship education makes most sense when it engages students in debates and discussions about which they care. In primary schools there are many examples of young pupils getting involved in active citizenship projects based on environmental issues. From analysing resource use in the classroom to assessing the size of a school's 'environmental footprint' pupils often have a good understanding of the problems. And they also frequently build on that understanding to bring about change for the better, commonly at a classroom and school level, but also sometimes taking a broader, community wide approach to environmental improvements.

Gillian Symons has written extensively for the World Wildlife Fund and spent many years working with young people in environmental education projects. She is currently writing a pack for secondary schools using 'sustainability' as a broad theme to deliver many aspects of the citizenship programmes of study and to provide a practical and

challenging resource to support secondary schools exploring this area.

The pack will incorporate 3 options, each exploring a major theme:

- **consumption**
- **food**
- **sustainable communities**

There will also be a series of activities to begin and end the module introducing the core concepts and consolidating the learning from the options selected for study.

The pack explores the common ground between sustainability and citizenship. It also provides students with an opportunity to improve their understanding of the fundamental concepts of rights, responsibilities, fairness and justice in relation to real case studies and personal experience. Students will be expected to develop their understanding of rights from individual rights in the here and now to collective rights and expectations for communities now and in the future. This will encourage students to

understand how ensuring reasonable expectations for the future brings with it responsibilities now, or at least leads us to think about our current patterns of consumption in a wider framework. In this way students will be able to use the language of rights and responsibilities, and apply an understanding of wider citizenship concepts in relation to their own lives and actions, developing the skills described in the national curriculum in the process.

We are currently recruiting schools who will be able to pilot the resources in the autumn term or early spring 2002. Participating schools will receive guidance and support to help introduce the unit of work and free copies of the final published materials. They will also be acknowledged in the publication and in the Institute for Citizenship website.

For further details please contact Lee Jerome on [lee@citizen.org.uk](mailto:lee@citizen.org.uk) or at the postal address at the top of page 1.

## INSET

With the introduction of citizenship as a statutory entitlement a little over a year away, schools are increasingly considering their INSET requirements.

This article looks at some common training needs and briefly outlines what is on offer.

Recently the DfEE in conjunction with the Citizenship Coalition held a series of large citizenship conferences around the country. The delegates, largely citizenship co-ordinators in schools, completed questionnaires about their training needs. The following areas were selected as priorities:

Training on how to support other colleagues in developing integrated learning programmes for Citizenship within their specialist areas.

Increased Knowledge and Understanding about Citizenship Issues.

Within the Knowledge and Understanding element of the curriculum, teachers felt least confident about:

The work of central and local government.  
The work of government and courts and the characteristics of parliamentary and other forms of government.

The world as a global community, the role of the EU, Commonwealth and UN.

How the economy functions and the role of business and financial services.

The results from this questionnaire will help inform discussion at a forthcoming seminar for providers of citizenship teacher training in Aston on June 21st (contact – Paul James Associates 0115 9778335). This day should help to ensure that future training matches the needs of teachers.

At present, LEAs are the main providers of citizenship INSET, often using external speakers to run workshops. The provision varies enormously around the country but most workshops on offer are now moving beyond the general introductions to the subject and focussing on specific themes such as Developing A Whole School Ethos and Curriculum Management.

In addition to LEAs, providers of ITT are starting to offer Citizenship INSET. Many courses will be finalised ready for promotion in the autumn term. Other relevant organisation such as the Institute for Citizenship, CSV and the Citizenship Foundation offer a range of INSET options and are able to visit schools and offer tailor-made training. Our web site [www.citizen.org.uk](http://www.citizen.org.uk) provides links to many of the organisations.

The newly formed Association for

Citizenship Teaching (ACT) is a good way of keeping informed and sharing best practice. The first of the termly journals will be available soon (for details about ACT and the forthcoming conference, contact Rebecca McTernan, details on page 1).

Some teachers may want to consider in-depth professional development in this area. The University of Leicester's Centre for Citizenship Studies runs a citizenship module as part of their MA programme. This is also available as a freestanding unit and can be studied through distance learning. The Institute of Education will be offering a new MA in Citizenship Education starting this September.

To start the ball rolling, many schools are running their own training sessions, often within a programme of twilight INSETs. Typical sessions involve a short introduction to citizenship, brief talks from involved staff, perhaps ending with an audit exercise where departments highlight existing coverage.

INSET, of course, can be a costly affair. In addition to the usual funds, £5 million has been allocated for citizenship in secondary schools this financial year through the schools standards fund. This works out at about £1000-£1600 per school, and can be spent in various ways. For details visit [www.dfee.gov.uk/standards](http://www.dfee.gov.uk/standards)

## Economic Citizenship

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

Pupils should be taught about...

- how the economy functions, including the role of business and financial services
- 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 young adults to play an effective role in society. Economic matters - changes in interest rates, financial exclusion, the stock market, pensions, personal debt - play an increasingly important part in our society. Thus participating fully requires some understanding of these issues. The recent election campaign with its focus on the economy showed just how important these factors now are.

But the importance of such issues goes beyond just party politics. In an age where many feel detached from government, consumer power is a growing way of expressing political opinion. From the

boycotting of South African goods in the eighties to the rise of ethical pensions and investments in the nineties, consumer choice is a way of rejecting or supporting the policies of large global companies, effectively allowing citizens to "vote" with their money.

Economic citizenship is a vitally important part of the new citizenship curriculum. However there is a danger that it could be overlooked in favour of some of the more traditional elements associated with political literacy. And because it differs slightly from the more traditional elements, delivering economic citizenship requires some special consideration. Whilst a teacher with a fair political awareness may feel confident about discussing party politics or topical issues, they may be less sure explaining employment law or consumer rights. Several different approaches could help overcome this problem of delivery.

First, it may be possible to deliver some elements of economic citizenship through other subjects, thus taking advantage of any subject specialism within the school. Maths, Business Studies and Design Technology all overlap with issues concerning the economy, business and personal finance.

Outside agencies may be able to deliver some areas that require very specific

knowledge. Most local Trading Standards Authorities have education officers who can deliver stimulating lessons on counterfeit goods and point of sale law. Unions and business leaders may also be able to help.

Given that the specifics of employment and consumer law are liable to change, focusing on skills rather than content can empower the students without requiring too much specialist teacher knowledge.

Tying economic citizenship to a work experience unit, making the learning much more active, could have great benefits all round.

Good quality resources will obviously be useful. The Financial Services Authority is producing resources exploring personal finance and citizenship. The Institute for Citizenship is also producing several resources to cover this element. Three packs covering the economy and business, consumer issues and employment issues are being produced in association with the Royal Bank of Scotland, the National Consumer Council and Unison respectively. We are currently looking for schools to pilot these materials (KS4) in the autumn term. For more details contact [jeremy@citizen.org.uk](mailto:jeremy@citizen.org.uk)

## Post-16 Citizenship

Post-16 Citizenship builds on the principles and aims of citizenship programmes of study for full-time compulsory schooling and the recommendations made in the report, "Citizenship For 16-19 Year Olds In Education And Training" (available from FEFC Tel: 024 7686 3265 E-mail [fefcpubs@fefc.ac.uk](mailto:fefcpubs@fefc.ac.uk) quoting reference REP/1056/00, or by downloading a copy from their web site [www.fefc.ac.uk](http://www.fefc.ac.uk)). Also available on the website is the Secretary of State's letter of 22 September 2000 responding to the report.

The Secretary of State invited QCA to make proposals for a developmental programme of projects to illustrate how the principles and aims of citizenship programmes of study for full-time compulsory schooling might be built upon to inform studies by all 16-19 year olds in further education and training. Following QCA's advice in January 2001, the Secretary of State asked the Learning and Skills Development Agency (LSDA) to establish such a developmental



programme. LSDA are currently setting up nine development projects over a two-year period from September 2001. Each project will take the form of a consortium constituted to demonstrate how the project meets the needs of 16-19 year olds in a variety of settings including schools, colleges and other training providers. Each consortium will be expected to include some five or six organisations, including at least one in each of the following categories:

- Organisations involved with

mainstream post-16 curriculum and qualifications such as Curriculum 2000

- Modern Apprenticeships and NVQs
- Organisations offering substantial tutorial/enrichment programmes
- Local voluntary and community organisations and/or employers

Each consortium must also work with at least one relevant national body with a particular interest in post-16 citizenship development.

Learning Partnerships were asked to identify interested organisations, and as a result 43 organisations were invited to bid. Selection and agreement of approved bids was completed at the end of May 2001.

For further details contact Jim Shaw or Jane Dyer DfEE Progress File and Post 16 Citizenship Team  
Tel: 0114 259 3996/4829

# Feature

## Planning, teaching and assessing PSHE and citizenship for pupils with learning difficulties

Jan Campbell, Principal Subject Officer for Citizenship and PSHE, QCA

QCA recently published a series of booklets providing guidelines on planning, teaching and assessing the curriculum for pupils with learning difficulties.

The guidelines draw on effective practice across a range of schools and can be used in mainstream and special primary and secondary schools, specialised units and independent schools. They also provide support to the range of services that work with pupils with learning difficulties. The subject materials include performance descriptions showing pupils' progress up to level 1 of the National Curriculum, which can be used to recognise attainment and structure teaching.

The materials support staff in planning appropriate learning opportunities but do not represent a separate curriculum for pupils with learning difficulties. They offer one approach to meeting the challenge of developing access to the National Curriculum and provide support in developing a curriculum to respond to the needs of pupils in each key stage. It is recognised that schools may already have effective structures or may wish to adopt different approaches.

The PSHE and citizenship booklet emphasises that learning these subjects help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

The guidance at all key stages shows how PSHE and citizenship together offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

The document demonstrates how, in response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider

perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)

- moving from an immediate time perspective to thinking about the future and reflecting on the past, for example how tackling things differently could lead to different outcomes.

The guidance describes how teachers can modify the PSHE framework and citizenship programmes of study and improve access to the curriculum. It also offers possibilities for subject-specific lessons and examples of activities and approaches that promote the development of the knowledge, skills and attitudes that permeate school life across all key stages. In including guidance for Key Stage 4 it recognises the complex challenge of supporting the personal, social, physical and emotional development of young people with learning difficulties.

Distribution of two sets of the booklets to all special schools and schools with special units took place at the end of March. Further copies can be obtained by telephoning 01787 884 444 (order ref: QCA/01/749). The guidelines have also been placed on the National Curriculum website <http://www.nc.uk.net/ld/>



### Useful Organisations

#### Institute for Citizenship

[www.citizen.org.uk](http://www.citizen.org.uk)  
62 Marylebone High Street,  
London W1U 5HZ  
Tel: 020 7935 4777

#### The Citizenship Foundation

[www.citfou.org.uk](http://www.citfou.org.uk)  
Feroners House,  
Shaftesbury Place, off Aldersgate Street,  
London EC2Y 8AA

#### Community Service Volunteers

[www.csv.org.uk](http://www.csv.org.uk)  
237 Pentonville Road,  
London N1 9NJ

#### The Centre for Citizenship Studies in Education

[www.le.ac.uk/education/centres/citizenship](http://www.le.ac.uk/education/centres/citizenship)  
School of Education,  
University of Leicester,  
21 University Road,  
Leicester, LE1 7RF

#### School Councils UK

[www.schoolcouncils.org](http://www.schoolcouncils.org)  
57 Etchingham Park Road, Finchley,  
London N3 2EB

### Useful Websites

[www.qca.org.uk](http://www.qca.org.uk)

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

[www.dfee.gov.uk](http://www.dfee.gov.uk)

[www.ngfl.gov.uk](http://www.ngfl.gov.uk)

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