

### Introduction

This document summarises the requirements for citizenship education in the national curriculum at Key Stages 3 & 4. This material is available in greater detail from the DfEE Citizenship website.

- (1) Citizenship in the National Curriculum.
- (2) Attainment target and end of key stage descriptions.
- (3) Learning across the National Curriculum: Citizenship and S.M.S.C.
- (4) Learning across the National Curriculum: Promoting key skills.
- (5) Learning across the National Curriculum: Promoting other aspects of the curriculum.
- (6) Key Stage 3: The Programmes of Study.
- (7) Key Stage 4: The Programmes of Study.

### (1) Citizenship in the National Curriculum

The programmes of study set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for citizenship.

#### *The programmes of study*

From August 2002, schools will have a statutory responsibility to teach the programmes of study for citizenship at key stages 3 and 4. The programmes of study set out what pupils should be taught in citizenship and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The knowledge, skills and understanding in the programmes of study identify the aspects of citizenship in which pupils make progress: -

- becoming informed citizens.
- developing skills of enquiry and communication.
- developing skills of participation and responsible action.

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

### **(2) Attainment Target and End of Key Stage Descriptions**

The attainment target for citizenship sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage. In citizenship, the attainment target consists of an end of key stage description for key stage 3 and one for key stage 4.

End of key stage descriptions describe the type and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

#### ***Assessing attainment at the end of a key stage***

As citizenship will not be introduced until 2002, further information about assessment will be available in due course.

### (3) Citizenship and S.M.S.C.

#### *Promoting pupils' spiritual, moral, social and cultural development through citizenship*

The following examples below indicate specific ways in which the teaching of citizenship can contribute to learning across the curriculum. Thus, citizenship provides opportunities for:

- **spiritual development**, through fostering pupils' awareness and understanding of meaning and purpose in life and of differing values in human society.
- **moral development**, through helping pupils develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society.
- **social development**, through helping pupils acquire the understanding and skills needed to become responsible and effective members of society.
- **cultural development**, through helping pupils understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

### (4) Citizenship: Promoting Key Skills

Citizenship provides opportunities for pupils to develop the key skills of:

- **communication**, through researching, discussing and sharing information and ideas about a wide variety of social, political and community issues.
- **application of number**, through examining statistics to consider the ways they are used and abused in a variety of social and political contexts.
- **IT**, through using and applying ICT to analyse issues, events and problems.
- **working with others**, through sharing ideas, formulating policies and taking part in responsible action in communities.
- **improving own learning and performance**, through reflecting on their own and others' ideas and achievements, and setting targets for future involvement and improvement.
- **problem solving**, through becoming involved in political and community issues.

### (5) Citizenship: Promoting Other Aspects of the Curriculum

Citizenship provides opportunities for pupils to develop the following skills and capabilities:

- **thinking skills**, through helping pupils to engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation.
- **financial capability**, through developing pupils' understanding of the nature and role of money in society and developing skills in its use.
- **enterprise and entrepreneurial skills**, through developing pupils' understanding of the importance of these skills for a thriving economy and democracy.
- **work-related learning**, through helping pupils to appreciate the link between learning and work for a thriving economy and society.
- **education for sustainable development**, through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision making processes that affect the quality, structure and health of environments and society and exploring values that determine people's actions within society, the economy and the environment.

### **(6) Citizenship: Programmes of Study at Key Stage 3**

#### ***Informed Citizens***

*Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.*

#### ***Knowledge and understanding about becoming informed citizens***

Pupils should be taught about:

- the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.
- the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- central and local government, the public services they offer and how they are financed, and the opportunities to contribute.
- the key characteristics of parliamentary and other forms of government.
- the electoral system and the importance of voting.
- the work of community-based, national and international voluntary groups.
- the importance of resolving conflict fairly.
- the significance of the media in society.
- the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

## **(6) Citizenship: Programmes of Study at Key Stage 3 (cont.)**

### ***Enquiry & Communication, Participation and Action***

*Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.*

#### ***Developing skills of enquiry and communication***

Pupils should be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- justify orally and in writing a personal opinion about such issues, problems or events.
- contribute to group and exploratory class discussions and take part in debates.

#### ***Developing skills of participation and responsible action***

Pupils should be taught to:

- use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.
- negotiate, decide and take part responsibly in both school and community-based activities.
- reflect on the process of participating.

### **(7) Citizenship: The Programmes of Study – Key Stage 4**

#### ***Knowledge, skills and understanding***

*Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.*

#### ***Knowledge and understanding about becoming informed citizens***

Pupils should be taught about:

- the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.
- the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- the work of parliament, the government and the courts in making and shaping the law.
- the importance of playing an active part in democratic and electoral processes.
- how the economy functions, including the role of business and financial services.
- the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.
- the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.
- the rights and responsibilities of consumers, employers and employees.
- the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations.
- the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

## **(7) Citizenship: The Programmes of Study – Key Stage 4 (Cont.)**

### ***Enquiry & Communication, Participation and Action***

*Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.*

#### ***Developing skills of enquiry and communication***

Pupils should be taught to:

- research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT based sources, showing an awareness of the use and abuse of statistics.
- express, justify and defend orally and in writing a personal opinion about such issues, problems or events.
- contribute to group and exploratory class discussions, and take part in formal debates.

#### ***Skills of Participation and Responsible Action***

Pupils should be taught to:

- Use their imagination to consider other people's experiences and be able to think about and express, explain and critically evaluate views that are not their own.
- Negotiate, decide and take part responsibly in school and community based activities.
- Reflect on the process of participating.