

# Citizenship

A scheme of work for key stages 1 and 2

## Teacher's guide



# Acknowledgements

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\*QCA recognises that website addresses and contents can and do change, sometimes at very short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the organisations listed in this appendix can be accessed through the key stages 1 and 2 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)



# Introduction

Citizenship helps children to develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature.

## What is citizenship at key stages 1 and 2?

Citizenship at key stages 1 and 2 in England is part of the broader framework for personal, social and health education (PSHE) and citizenship, which aims to “give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens” (*The National Curriculum. Handbook for primary teachers* (QCA/99/457)).

This non-statutory framework was introduced with the revised national curriculum in September 2000. It should be used in the context of the statutory requirements of section 351 of the Education Act 1996, which requires all maintained schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society; and
- prepares children at the school for the opportunities, responsibilities and experiences of adult life.

The PSHE and citizenship framework comprises four interrelated strands which support children’s personal and social development. The strands are:

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

Citizenship becomes a separate national curriculum foundation subject at key stages 3 and 4 in England from August 2002.

The framework for PSHE and citizenship is designed to be ‘light touch’ and flexible, so that schools can build on what they are already doing well and develop a curriculum that is relevant to their children, connecting with their interests and experiences, and relating to their abilities and backgrounds. It should also provide children with opportunities to address real-life issues and show them that they can make a difference.

## What is the purpose of this scheme of work?

In this scheme of work the materials are designed to help schools develop the citizenship aspects of the PSHE and citizenship framework. This includes all aspects of the ‘preparing to play an

active role as citizens' strand, together with aspects of the other strands of the framework. Schools may plan to address other aspects of the framework in conjunction with this guidance, building on links identified in the units. The scheme of work illustrates the different ways in which teachers can develop citizenship learning opportunities to respond to the specific needs and priorities of the children, their communities and the schools themselves. It also builds on children's experiences and earlier learning from the foundation stage.

This scheme of work is designed to allow teachers to deliver citizenship through any combination of:

- discrete provision for PSHE and citizenship, with separate curriculum time, for example regular 'circle time' activities;
- explicit opportunities in a range of other curriculum subjects, for example about the local area and sustainability in geography and science, or enquiring into the lives, values and customs of people in other times in history;
- whole-school and suspended timetable activities, for example a half-day visit to a police station or council chamber, or a school-based 'children's rights' day; and
- children's involvement in the life of the school and wider community, for example through participation in class and school councils, 'playground buddy' projects or community recycling campaigns.

Case study examples illustrating how to plan provision for citizenship in conjunction with work in other subjects are provided at Appendix 2.

The scheme of work is also published on the DfES Standards and Effectiveness Unit's website at [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

## **Who is this scheme of work for?**

This scheme of work is for all teachers involved in the delivery of PSHE and citizenship and for headteachers and governors with responsibility for developing a whole-school approach to this area of the curriculum. As citizenship (with PSHE) has implications for the whole school, it is essential that schools consider how it is provided alongside other aspects of whole-school planning.

## **What does the scheme of work include?**

The scheme of work consists of exemplar teaching units that can be combined in different ways to address the citizenship strand of the PSHE and citizenship framework for key stages 1 and 2. The units may be supplemented with materials from other subjects and sources.

This *Teacher's guide* gives information about:

- whole-school issues that need to be considered when planning citizenship provision;
- deciding how best to combine the different ways of delivering citizenship;
- links between citizenship and the rest of the PSHE framework, national curriculum subjects and religious education (RE), as well as literacy, numeracy and thinking skills;
- how citizenship relates to issues of inclusion and diversity;

- how to assess children and involve them in reviewing their own progress;
- different approaches to teaching and learning, including ideas for developing active citizenship skills, such as participation and communication;
- how to use and combine units to address children's needs and school priorities; and
- dealing with sensitive and controversial issues.

As well as exemplar units, a booklet of ideas, *Taking part: developing opportunities for children to participate* (QCA/02/877), is included, to help schools identify other ways for children to develop skills of participation and responsible action by involving them in the life of the school and wider community.

# Section 1: how to use the scheme of work

The following suggestions are made in the context of whole-school planning and the flexible nature of the PSHE and citizenship framework. Schools should decide in what depth they wish to address the various aspects of the framework so that they meet the needs and priorities of their children. Steps to ensure this might include:

- making all staff and governors aware of this guidance and involving them in discussions about provision. Children should also be involved in decision-making about needs, priorities and provision;
- using the whole-school planning guidance in Section 2 to ensure that the development of citizenship provision is linked to children's needs and other whole-school priorities, and that appropriate decisions are made about delivery;
- selecting the most appropriate units from the range listed on pages 10 and 11 and deciding where best to deliver them in combination with other subjects, and building on what the school is already doing;
- using the booklet *Taking part: developing opportunities for children to participate*, to provide additional ideas for children to participate in citizenship and take part in the life and decision-making of the school and the community;
- combining these units and activities with any other appropriate materials, to ensure that children's needs are addressed; and
- amending and adapting units as needed.

## The units

There are 12 units. The layout of the units, with a commentary about the purpose of each section, is shown below.

### Title

The title indicates the content of the unit. Units 1–6 provide ideas for use at key stages 1 and 2. Units 7–12 provide ideas for use at key stage 2. However, units are flexible and may be adapted for use with different age groups.

### About the unit

This sets out the main focus of the teaching and learning. It outlines the knowledge, skills and understanding that the unit will develop. It indicates possible links with other subjects and links with other units in this scheme of work.

**Key stage 1 and 2**

**Unit 5 Living in a diverse world**

**ABOUT THE UNIT**

In this unit, children learn about their identities and communities and about different places in the world. Through a range of activities, they explore sameness, difference and diversity. They learn that, as humans, we are all equal, have basic needs and rights, and belong to a range of groups and communities, including school and family. Children learn about the importance of respecting each other, and that it is wrong to abuse people for any reason, including their race. Through a theme such as toys or clothes, they explore what other places are like and how we are connected with different countries in the world (interdependence). At the end of the unit, children have the opportunity to reflect on what they have learnt and to share their ideas with others in the school community.

This unit provides opportunities for children to talk about issues through pair and group work, circle time and class discussion. The activities build on the early learning goals. For example, within 'Knowledge and understanding of the world', as children begin to know about their own cultures and beliefs and those of other people. The activities in the unit can be linked with unit 7 'Children's rights – human rights' and unit 10 'Local democracy for young citizens'. There are also opportunities to link with work in other subjects, including geography (geographical enquiry, sustainable development, a study of a contrasting locality); history (the history of the local community, the social, cultural, religious and ethnic diversity of societies, historical enquiry); English (work on literacy using story and speaking and listening); and religious education. Some links are indicated in the 'Points to note' section.

**WHERE THE UNIT FITS IN**

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2:

**Key stage 1**  
1b, 1c, 1d

**Preparing to play an active role as citizens**  
Pupils should be taught:

2a to take part in discussions with one other person and the whole class  
2b to take part in a simple debate about topical issues  
2e to realise that people and other living things have needs, and that they have responsibilities to meet them  
2f that they belong to various groups and communities, such as family and school

4a, 4b, 4c, 4d  
5a, 5b, 5c, 5e, 5g

**Key stage 2**  
1a, 1b

**Preparing to play an active role as citizens**  
Pupils should be taught:

2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences  
2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

4a, 4b, 4e, 4f  
5a, 5b, 5c, 5e, 5f, 5g, 5h

**VOCABULARY**

Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:

- citizenship, eg identity, community, responsibility, environment, connections, race, racism, religion, language, diversity, interdependence, culture, tolerance, respect

**Citizenship**

**OCA Learning Services**

### Where the unit fits in

This indicates the components of the key stages 1 and 2 framework for PSHE and citizenship that are addressed by each unit. Those in the citizenship strand are written in full.

### Vocabulary

This shows vocabulary that children are likely to meet or return to during the course of the unit.

## Resources

This lists useful materials and sources of information from organisations that may be helpful in delivering this unit.

### RESOURCES

Resources include:

- storybooks from a range of places and contexts around the world
- photographs and other images from different countries
- maps (local, national and world)
- *Start with a story – supporting young children’s exploration of issues* (Tide–, 1991, 2001)
- *Fat felts and sugar paper – activities for speaking and listening about issues* (Tide–, 1998)
- *You, Me, Us!* (from the Citizenship Foundation)
- *Skills for the primary child and Sameness and difference* (from Action Aid)

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

- Citizenship education: the global dimension (includes information and resources for key stages 1 and 2)
- Commonwealth Institute (information about their work, resources and education programmes)
- Commission for Racial Equality (information about their work and resources)
- Actionaid (for information about their work, and resources and materials for schools)
- Cool Planet (an Oxfam site; includes resources)
- Teachers in development education (a teachers’ network providing information, resources and materials on development issues)

## Expectations

These are broad descriptions of what most children will know and be able to do after completing the unit. They may be used to help set targets.

### EXPECTATIONS

At the end of this unit

*most children:*

recognise and describe their identities, and know that they belong to different groups and communities, including family and school. They begin to understand that all humans have basic needs. They know that it is wrong to tease or abuse others for any reason, including their race. They contribute to group and class discussions. They find out and communicate what it is like to live in a different place. Through their enquiries, they start to see how we are all connected with other countries in the world. They develop skills of empathy and learn to respect diversity.

*some children have not made so much progress and:*

recognise and talk about themselves as individuals and as members of communities, including family, class and school. They begin to understand that people in different places are connected with each other.

*some children have progressed further and:*

recognise that they have their own identities, and that these are related to their membership of different groups and communities, including family, class, school and neighbourhood. They contribute to group and class discussions. They understand that all humans have basic needs and rights, regardless of who they are or what they look like. They know and understand that it is wrong to tease or abuse others for any reason, including their race, and suggest ways of supporting those who have experienced such treatment. They develop skills of empathy and learn to respect diversity. They find out and communicate what it is like to live in a different place. They understand that people around the world are connected, and that communities in different places and countries are interdependent. They describe examples of interdependence, drawing on what they found out in their enquiry.



## Learning objectives

These outline the knowledge, skills and understanding that are the focus of the unit. They are learning objectives based on the appropriate aspects of the key stages 1 and 2 framework for PSHE and citizenship, and where appropriate, aspects of other subjects.

## Possible teaching activities

These activities are designed to enable children to develop knowledge, skills and understanding outlined in the objectives. They may be adapted and amended to fit in with the school's priorities and provision for citizenship.

## Learning outcomes

These indicate the knowledge, skills and understanding that children should have developed through the teaching and learning activities. They provide opportunities for checking progress and reviewing work with children.

### LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

#### HOW ARE WE THE SAME AND HOW ARE WE DIFFERENT?

- to recognise and show respect for similarities and differences
  - about identities and the things that contribute to our identity, including our membership of different groups
  - to take turns in speaking and to respond appropriately to others
  - that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc
  - to develop strategies to deal with prejudice, including racism, and to support others who encounter it
- Remind the children of the agreed ground rules for discussion. In circle time, help them to identify things they have in common and differences between them by saying, "Come into the circle and join hands if you ...". (eg *have long hair, wear glasses, have lived in this [city/town/village] all your life, can speak Bengali, have family in another country*). Finish by saying, "Come into the circle if you are in [year 1] and shout 'We are!'". The children learn that all these different factors help make up their individual identities. They draw a badge or coat of arms to illustrate their identity.
  - In pairs, the children discuss the things they have in common and the differences between them. They consider the characteristics of humans share, eg *they need water, food and shelter in order to stay alive*. They make a list of these, and then list some of the differences between people, eg *what they look like, the language(s) they speak, their interests/hobbies*. Each pair joins with another pair to share their findings. Every member of the group identifies, with the help of the others, something that is special about them because it is unique to the group. In a 'round', each child says in turn, "I am special because ...". (eg *I can speak Chinese, my cousins live in Australia, I was born in Scotland*). A variation on this could be for the children's partners to report back, saying, "Name of partner's special because ...".
  - Each child draws a self-portrait with a speech bubble saying something about them. Then the children draw a similar portrait of a friend or the person sitting next to them. Ask them to describe what is the same and what is different about the two drawings.
  - The children sit in a circle. Ask them to make 'silent statements', saying, "Cross the circle if you ...". (eg *are wearing short socks, have a pet, feel hurt if someone makes fun of you or your family, would help a classmate who was unhappy*). In pairs, the children discuss what they would do if someone made fun of them or their family. They identify and list things that make them feel sad at school, eg *being teased or called names, being left out of a game at playtime*. With the class, identify and establish those things that are morally wrong and why they are wrong, eg *it is wrong to tease someone because of their race or if they have a disability, because we are all special members of our class and must not hurt each other's feelings*. The class lists things they could do to make someone else happy, eg *sharing something, talking to someone in the class who feels lonely, including everyone in games at playtime*. The children make a class chart – using pictures and/or words – of their list.

#### WHAT ARE COMMUNITIES LIKE?

- about different communities, including family and school
  - to discuss and communicate their feelings and opinions about their communities
  - to recognise and respect diversity within their communities
  - to work in pairs or small groups to share their views
- As part of a circle time session, ask the children to come up with words that describe the things they like and dislike about school, eg *happy, sad, quiet, noisy, fun, boring*.
  - The children investigate the ways in which their school is part of a wider community. In pairs or small groups, they talk about what the school is like and what they like and dislike about it. Then ask them to imagine that they are writing a letter/e-mail to describe their school community to someone in another country. What would they say? Encourage the children to think about the school's location, the different members of the community (including teachers, pupils, lunchtime/playtime supervisors and other staff), the uniform, activities and lessons, rules, the food, links with the local community, etc. This could be done as part of a school-linking project. Then, reflecting on the discussions in the previous section, the class make a list of the other communities and groups to which they belong, eg *class, school, family, the suburb/town/village where the school is located, clubs, religious communities*. It is important that the children begin to recognise that there are some communities to which we all belong and some that only certain people are members of.
  - Ask the children to draw a picture of a home (their own or a home from a story they know). They stick their picture onto a larger sheet of paper, and write some words, including their feelings about the word 'home', around the border. The children then compile the pictures to make a whole-class display, collage or montage. In groups or as a class, they discuss the similarities and differences between the different homes and the words used. They consider what they like and dislike about their homes. What words did they use? What would they like to change about their homes?
  - Invite other children or family/community members from different regional, cultural, ethnic or religious backgrounds to speak to the class. They may also be able to help arrange visits to places of worship, eg *churches, chapels, mosques, synagogues, temples*, or other important sites.

### LEARNING OUTCOMES

CHILDREN

- know that there are similarities and differences between every child in the class
- know that different things contribute to our identity, including our membership of different groups
- take turns in speaking and respond appropriately to others, including because of their race
- know that as humans we all have basic needs and rights, and give examples of these
- demonstrate respect for difference and communicate this to others
- know that it is wrong to tease someone because they are different, including because of their race
- understand that some people are threatened by difference, eg *difference of race*
- develop strategies to support others who may encounter prejudice or discrimination

- discuss and express their feelings using appropriate language
- recognise and respect each other's needs and differences
- recognise and respect diversity within their local community
- understand that they belong to different groups and communities, including school and family

### POINTS TO NOTE

- Additional circle games can be used; for example, one child (or the teacher) starts by saying, eg "I like football and so does Abdul", throwing a ball to Abdul. Abdul then chooses something he has in common with someone else, eg "I have a dog and so does Carrie", and throws the ball to Carrie, and so on.
- Link with English: En1 1S8L 2d, 2a in the key stage 1 programme of study and En1 1S8L 2e, 3a in the key stage 2 programme of study.
- Many schools have well-established circle times, and these activities can be incorporated into them. Where circle time is not established, the activities can be adapted for use by the whole class/groups.
- A puppet could be used to tell the children about things that make it unhappy. The children give it advice about what to do, and say what they would do to help.
- This section could be linked with unit 7 'Children's rights – human rights'.
- As the children get older they will be able to understand more complex issues relating to racism and discrimination.
- Link with art and design: unit 1A 'Self-portrait' in the scheme of work.
- Link with geography: 3d, 3e, 6b in the key stage 1 programme of study and 3f, 3g, 6b in the key stage 2 programme of study.

- Be aware that some children will have negative as well as positive feelings towards their home. It is therefore very important to reinforce the class ground rules (see page 49 of the *Teacher's guide*) and to give the children a choice between illustrating their own home and illustrating a fictional one. Another alternative would be to use the family as the focus for this activity.
- Link with geography: this work could be linked with a locality study; 3a–e in the key stage 1 programme of study; 3a–g in the key stage 2 programme of study; unit 1 'Around our school – the local area', unit 6 'Investigating our local area' and unit 18 'Connecting ourselves to the world' in the scheme of work; and with other work on the local community or environment at this key stage.
- School-linking projects are a good way to access comparative information from children at another school. Links could be made with a school in another part of the UK, in another country in Europe, in the Commonwealth, or elsewhere. Children can then exchange letters, e-mails, digital photographs of the local area, etc. Guidelines on establishing links between schools can be obtained from the British Council's Education and Training Group, which also provides information about grants available to UK schools for these projects.
- The school's policy on visitors should be observed (see the guidance on pages 54–55 of the *Teacher's guide*). In addition, children could establish class rules for guests who come into the classroom, eg 'we value what people bring to our class'.
- Link with history: 2b, 3 in the key stage 2 programme of study.
- Link with RE: unit 2D 'Visiting a place of worship – generic' in the scheme of work.

Continued overleaf

## Points to note

This section can include points on teaching the content of the unit, planning and management of work, links with other national curriculum subjects and RE. Links with other units in the citizenship scheme and references to the *Teacher's guide* are also provided.

## Aspects of the framework for PSHE and citizenship at key stages 1 and 2 addressed by the units

This scheme of work is designed to offer schools flexibility in the way they choose to address the citizenship aspects of the PSHE and citizenship framework for key stages 1 and 2. Teachers should select and combine units in a way that meets the needs of the children and the school and its community. Also, they should decide in what depth to cover various aspects and choose from and/or supplement the units offered in this scheme. The units can be modified as necessary. This might include selecting activities from a

| <b>Framework components</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>Key stage 1</b>   | 1a | 1b | 1c | 1d | 1e |    | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | 2i |    |    | 3a | 3b | 3c |
| <b>Key stage 2</b>   | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | 2i | 2j | 2k | 3a | 3b | 3c |
| <b>Unit number and title</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1 Taking part – developing skills of communication and participation |    | 1b | 1c | 1d |    |    | 2a | 2b | 2c | 2d |    |    |    |    |    |    |    |    |    |    |
|  | 1a |    | 1c |    | 1e |    | 2a | 2b |    | 2d |    | 2f |    |    |    |    |    |    |    |    |
| 2 Choices  | 1a | 1b |    |    |    |    | 2a |    | 2c |    |    |    |    |    |    |    |    | 3a |    |    |
|  | 1a |    | 1c |    |    |    | 2a |    |    |    | 2e | 2f |    |    |    | 2j |    | 3a |    |    |
| 3 Animals and us   |    | 1b |    |    |    |    | 2a | 2b |    |    | 2e |    |    |    |    |    |    |    |    |    |
|  |    |    |    |    |    |    | 2a |    |    | 2d |    |    |    | 2h |    |    | 2k |    |    |    |
| 4 People who help us – the local police                              | 1a | 1b |    | 1d |    |    | 2a | 2b | 2c | 2d |    | 2f |    |    |    |    |    |    |    |    |
|  | 1a |    |    |    | 1e |    | 2a | 2b |    | 2d |    |    |    |    |    |    |    |    |    |    |
| 5 Living in a diverse world  |    | 1b | 1c | 1d |    |    | 2a | 2b |    |    | 2e | 2f |    |    |    |    |    |    |    |    |
|  | 1a | 1b |    |    |    |    |    |    |    |    | 2e |    |    |    | 2i |    |    |    |    |    |
| 6 Developing our school grounds                                      | 1a | 1b |    |    | 1e |    | 2a |    |    | 2d | 2e |    |    | 2h | 2i |    |    |    |    |    |
|  | 1a |    |    |    |    |    | 2a |    |    |    |    | 2f |    |    |    | 2j |    |    |    |    |
| 7 Children’s rights – human rights                                   | 1a | 1b |    |    |    |    | 2a |    | 2c | 2d | 2e |    |    | 2h | 2i |    |    |    |    |    |
| 8 How do rules and laws affect me?                                   | 1a | 1b | 1c |    |    |    | 2a | 2b | 2c |    |    |    | 2g |    |    |    |    |    |    |    |
| 9 Respect for property   | 1a |    |    |    |    |    | 2a | 2b | 2c | 2d |    |    | 2g |    |    | 2j |    |    |    |    |
| 10 Local democracy for young citizens                                | 1a |    |    |    | 1e |    | 2a |    |    |    | 2e |    | 2g |    |    |    | 2k |    |    |    |
| 11 In the media – what’s the news?                                   | 1a |    |    |    |    |    | 2a |    |    |    | 2e |    |    |    |    |    | 2k |    |    |    |
| 12 Moving on   | 1a | 1b | 1c |    | 1e |    |    |    | 2c |    |    | 2f |    |    |    |    |    |    |    |    |

range of different units, varying the demand according to children’s needs, varying when in the key stage the unit is delivered, or changing the focus to take account of local priorities.

Some units in this scheme are designed for use with a specific age group and some include a range of activities for use in both key stage 1 and key stage 2. Schools should use them flexibly and may choose to adapt activities for use with different age groups. Examples of how schools can select and combine units into a scheme are provided at Appendix 2.

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Key stage 1  |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| 3d | 3e | 3f | 3g | 4a | 4b | 4c | 4d | 4e |    |    | 5a | 5b | 5c | 5d | 5e | 5f | 5g | 5h |    | Key stage 2  |
| 3d | 3e | 3f | 3g | 4a | 4b | 4c | 4d | 4e | 4f | 4g | 5a | 5b | 5c | 5d | 5e | 5f | 5g | 5h | 5i | Key stage 2  |
|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <i>Unit number and title</i>   |
|    |    |    |    |    |    |    |    |    |    |    | 5a |    | 5c | 5d |    |    | 5g |    |    | 1 Taking part – developing skills of communication and participation |
|    |    |    |    | 4a |    |    |    |    |    |    | 5a |    | 5c | 5d | 5e | 5f |    |    |    |  |
|    |    |    |    | 4a |    |    |    |    |    |    |    |    | 5c | 5d |    |    | 5g |    |    | 2 Choices  |
|    |    | 3f |    |    |    |    |    |    |    |    |    |    | 5c | 5d |    |    | 5g |    |    |  |
|    |    |    |    |    |    |    |    |    |    |    | 5a |    | 5c |    |    |    |    |    |    | 3 Animals and us   |
|    |    |    |    |    |    |    |    |    |    |    | 5a |    | 5c | 5d | 5e |    |    | 5h |    |  |
|    |    |    | 3g | 4a | 4b |    | 4d |    |    |    |    |    | 5c |    | 5e |    |    | 5h |    | 4 People who help us – the local police                              |
|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 5e | 5f | 5g | 5h |    |  |
|    |    |    |    | 4a | 4b | 4c | 4d |    |    |    | 5a | 5b | 5c |    | 5e |    | 5g |    |    | 5 Living in a diverse world  |
|    |    |    |    | 4a | 4b |    |    | 4e | 4f |    | 5a | 5b | 5c |    | 5e | 5f | 5g | 5h |    |  |
|    |    |    |    | 4a | 4b |    |    |    |    |    | 5a |    | 5c | 5d | 5e |    |    | 5h |    | 6 Developing our school grounds                                      |
|    |    |    | 3g | 4a |    |    |    |    |    |    | 5a |    | 5c | 5d | 5e |    |    | 5h |    |  |
|    |    |    |    | 4a | 4b |    | 4d | 4e | 4f |    | 5a | 5b | 5c | 5d | 5e | 5f | 5g | 5h |    | 7 Children’s rights – human rights                                   |
|    |    | 3f |    | 4a |    |    | 4d |    |    |    | 5a | 5b | 5c |    | 5e |    | 5g | 5h |    | 8 How do rules and laws affect me?                                   |
|    |    |    |    | 4a | 4b |    |    |    |    |    | 5a |    |    |    |    |    |    |    |    | 9 Respect for property   |
|    |    |    |    | 4a |    |    |    |    |    |    | 5a | 5b | 5c |    | 5e | 5f |    | 5h | 5i | 10 Local democracy for young citizens                                |
|    |    |    |    |    | 4b |    |    |    |    |    | 5a |    |    |    |    |    | 5g | 5h |    | 11 In the media – what’s the news?                                   |
|    |    |    |    | 4a |    | 4c | 4d | 4e |    | 4g | 5a | 5b | 5c |    |    |    |    |    |    | 12 Moving on   |

## Section 2: how to plan citizenship provision

### Developing a whole-school approach

#### ***Why is a whole-school approach important?***

Citizenship, along with PSHE, has implications for the whole school. It is relevant to the management and organisation of the school as well as to all aspects of the school curriculum. This includes both what is planned and taught in the classroom – in PSHE and citizenship as well as in other subjects – and what is learnt through other school and community-based activities.

The aims and implementation of many existing whole-school policies, such as anti-bullying and equal opportunities, are central to the delivery of citizenship. Children's involvement in reviewing, monitoring and evaluating these policies is a process that in itself can contribute to citizenship.

*The National Healthy School Standard* (DfEE 1999) provides a context and a process for addressing whole-school issues that affect the provision of citizenship as part of overall school improvement. Local Healthy School programmes have been developed through partnerships between local education authorities (LEAs) and health authorities. These programmes are helping schools with policy and curriculum development, as well as supporting staff training and pupil participation. Information can be obtained from the National Healthy School Standard website (see Appendix 8) or by contacting the local coordinator through the LEA.

#### ***Who is responsible for the whole-school approach?***

All members of the school community, including the children, need to be involved in the development of the school's citizenship curriculum. The senior management team should identify a member of staff to lead and coordinate the process and support the implementation of the resulting provision.

#### ***How does school ethos affect citizenship?***

The school ethos is critical to the successful implementation of PSHE and citizenship. An ethos that supports citizenship is likely to have:

- **clear whole-school values** that have been discussed by all members of the school community. It is these values that will make it possible for everyone to discuss the sensitive and sometimes controversial aspects of citizenship safely and appropriately;
- **good relationships within the school and between the school and wider community** that promote understanding about, and respect for, both common and diverse features of society. This will include an awareness of rights and responsibilities and what these can mean in practice; and
- **a curriculum that requires children to participate in and contribute to their communities.** This will be supported by real opportunities for them to make decisions and take responsibilities that contribute to the running of the school and the management of their own learning.

## Planning for citizenship

Schools may find it helpful to start their planning by reviewing the section on ‘The school curriculum and the national curriculum: values, aims and purposes’ in *The National Curriculum. Handbook for primary teachers in England* (QCA/99/457), pages 10–13. This sets out the values, aims and purposes that underpin the school curriculum and all the work that schools do.

Two broad aims provide an essential and coherent context within which schools should develop their own curriculum to meet the needs and priorities of their children:

- to provide opportunities for all children to learn and to achieve; and
- to promote children’s spiritual, moral, social and cultural development and prepare all children for the opportunities and experiences of life.

The scheme of work supports the development of the citizenship aspects of the PSHE and citizenship framework wherever they are addressed in the curriculum for children at key stages 1 and 2.

Schools should consider ways of providing citizenship according to the needs of the children, the school’s policies and practices and the time available. Most schools are likely to use a combination of approaches, rather than just one. For example, aspects of citizenship may be addressed:

- through separately timetabled time for PSHE and citizenship;
- in circle time sessions;
- in combination with other subjects, and in literacy and numeracy sessions; or
- through visits, the use of visitors and special events in the school.

However these approaches are combined, schools should include in their planning how to provide opportunities for children to learn through their active involvement in the life of the school and the wider community.

Appendix 2 gives three examples of how different approaches to providing citizenship can be combined to meet the particular needs and circumstances of the school.

## ***A whole-school planning process***

The questions below should be addressed as part of the planning process, to ensure that: the school develops a whole-school policy for citizenship; provision meets children's needs; and the way in which the modes of delivery are combined is appropriate to the school.

### **1. What are the needs and priorities of the children in this school?**

- What are the particular characteristics of our school community (including geographical context, diversity, inclusion, equal opportunities)?
- How do these affect all our children's needs, concerns and interests (including their personal and social development)?
- Who has been consulted about children's needs and priorities? – Children? Parents? School staff? Governors? The wider community?
- How can the flexibility of the PSHE and citizenship framework help the school to meet children's needs, for example by varying the depth and focus of different aspects according to the school's particular requirements?

### **2. What are children already learning about citizenship?**

- How do we build on what children have learnt during the foundation stage?
- What aspects of the framework are already addressed through:
  - discrete citizenship and/or PSHE and citizenship programmes, circle time activities, etc?
  - other subjects?
  - off-timetable events and specialist days such as health weeks, environmental projects and residential experiences?
  - children's active participation in the life of the school, for example through class and school councils, links with other schools, involvement in community initiatives?

**Note:** Individual children will also learn about citizenship through their involvement with out-of-school activities such as Cubs or Brownies, organisations such as faith groups, community sports and other community-based and voluntary organisations. They may be encouraged to reflect on and talk about what they have learnt through these activities.

### **3. What already works well and meets our priorities?**

- What do children and staff think works well? How do they think it could be improved? What are the views of parents and governors?
- Does it meet the identified needs and priorities? Are there any gaps?
- Are all children's needs reflected in the school's aims and ethos? In policies such as behaviour and equal opportunities?

### **4. How can we build on what we are already doing?**

- Can we:
  - make explicit some of the implicit opportunities for citizenship in other subjects?
  - develop discrete modules or individual sessions to complement other aspects of the school's provision?
  - develop more opportunities for children to participate in school and community life?
  - increase children's involvement in off-timetable events and extra-curricular activities by involving them in helping to organise and run the events?
  - extend opportunities in assemblies?

### **5. What do we need to change or add?**

- What timetabling and staffing issues are created?
- How will training needs be identified and met?
- How will children have opportunities to reflect on what they have learnt and put it into practice?
- How will we develop assessment, recording and reporting of PSHE and citizenship?
- What monitoring, review and evaluation systems do we have to help us to coordinate provision?

### **6. Who can help?**

- Those involved in other local and national initiatives such as the local Healthy School programme (information from the LEA or National Healthy School Standard website (see Appendix 8)), community strategy or Agenda 21 (information from the LEA), and outside agencies and organisations, for example the police, local council, health promotion service, and local and national voluntary organisations.

Appendix 1 contains an exemplar audit and planning framework to help schools plan their whole-school provision. A form to record the results of the whole-school planning is at Appendix 3.

## Links between citizenship and other subjects

### ***Citizenship within the PSHE and citizenship framework***

‘Preparing to play an active role as citizens’ is one of four strands of the joint PSHE and citizenship framework for key stages 1 and 2 (see *The National Curriculum. Handbook for primary teachers in England* (QCA/99/457)). Aspects of citizenship also occur in other strands of the framework:

- In ‘**Developing confidence and responsibility and making the most of their abilities**’ children should be taught at key stage 1 to recognise what they like and dislike, what is fair and unfair, and what is right and wrong. They learn to share their opinions on things that matter to them and explain their views. At key stage 2 they are taught to talk and write about their opinions and explain their views on issues that affect themselves and society. They learn to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action.
- In ‘**Developing a healthy, safer lifestyle**’ at key stage 1, children learn how to make simple choices to improve their health and well-being; about rules for, and ways of, keeping safe; and about people who can help them to stay safe. At key stage 2 they learn to recognise the different risks in different situations and how to decide to behave responsibly; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know; and how to ask for help.
- In ‘**Developing good relationships and respecting the differences between people**’ at key stage 1, children learn to recognise how their behaviour affects other people and to identify and respect differences and similarities between people. At key stage 2 they develop this further, learning that their actions affect themselves and others, to care about other people’s feelings and to try to see things from others’ points of view. They realise the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help.

The ‘**Breadth of opportunities**’ section describes learning opportunities to help children to develop and put into practice knowledge, skills and understanding, for example through taking responsibility, participating, making real choices and decisions, and considering social and moral dilemmas.

Citizenship also contributes to career-related learning at key stages 1 and 2, enabling children to develop ideas and beliefs about the world outside and beyond school and to increase their awareness of the world of work. Further guidance is available in *First impressions: career-related learning in primary schools* (DfES 0061/2001).

### ***The National Literacy and Numeracy Strategies***

Through the National Literacy Strategy children learn to:

- read and write with confidence, fluency and understanding;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;

- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- develop their powers of imagination, inventiveness and critical awareness through reading and writing.

Citizenship provides opportunities for links with literacy, for example as children listen to and read stories that enable them to consider other people's lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences. The National Literacy Strategy is available at [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

The framework for the National Numeracy Strategy has five strands. Using and applying mathematics is integrated throughout. The strands are:

- **Numbers and the number system:** counting; properties of numbers and number sequences, including negative numbers; place value and ordering, including reading and writing numbers; estimating and rounding; fractions, decimals and percentages, and their equivalence; ratio and proportion.
- **Calculations:** understanding number operations and relationships; rapid mental recall of number facts; mental calculation, including strategies for deriving new facts from known facts; pencil and paper methods; using a calculator; checking that results of calculations are reasonable.
- **Solving problems:** making decisions – deciding which operation and method of calculation to use (mental, mental with jottings, pencil and paper, calculator); reasoning about numbers or shapes and making general statements about them; solving problems involving numbers in context ('real life', money, measures).
- **Measures, shape and space:** measures, including choosing units and reading scales; properties of 2-D and 3-D shapes, position, direction and movement.
- **Handling data:** collecting, presenting and interpreting numerical data.

Citizenship provides opportunities for links with numeracy. For example, children use numeracy skills to develop financial capability, learning that money comes from different sources and can be used for different purposes, to look after their money and to realise that future wants and needs may be met through saving. They use data-handling skills and present the results of research in various graphical forms. Opportunities for links with numeracy are included, for example in unit 6 'Developing our school grounds' where children work within the budget and limitations of a project.

### ***National curriculum subjects and religious education***

National curriculum subjects and RE can contribute to citizenship in several ways:

- delivering content – for example aspects of sustainable development in geography, or learning about the social, cultural, religious and ethnic diversity of the societies studied in history;
- teaching skills – for example skills of analysis in ICT, group discussion and interaction in English; and
- importing aspects of citizenship into the subject – for example using relevant literature in English lessons to add value to both subjects.

Schools need to decide which opportunities to develop as explicit citizenship provision and which will remain as implicit support for the development of citizenship knowledge, skills and understanding. Where opportunities are to be made explicit, this should be made clear in the subject as well as in the citizenship documentation.

Learning activities need to be adapted to address both the subject and citizenship objectives and outcomes, and children need opportunities to reflect on both aspects of the work.

The schemes of work for some other subjects contain activities that can contribute to citizenship. Units in the citizenship scheme of work for key stages 1 and 2 identify where they link with specific units from the schemes for other subjects.

### ***English***

In English during key stages 1 and 2, children are involved in speaking and listening, group discussion and interaction, drama, and reading and writing activities that enable them to develop the knowledge, skills and understanding necessary as they prepare to play an active role as citizens.

Children take turns in discussion, think about the needs of their listeners, and make contributions relevant to the topic, learning to vary their contributions to suit the activity and purpose and to deal positively with opposing points of view. The skills of group participation learnt through English help children to take up and sustain different roles, adapting them to suit different situations.

Drama, story and poetry can provide valuable opportunities for children to explore unfamiliar situations they encounter in citizenship, to clarify varied attitudes and values and to consider others' points of view. Reading enables children to research and interpret information from a variety of sources and media. Children learn – through listening to television and radio recordings, reading newspapers and magazines and exploring ICT-based materials, including the internet – that different sources can present information in different ways.

### ***Mathematics***

As children develop knowledge, skills and understanding in mathematics, they learn skills of problem-solving and logical reasoning and begin to develop elementary ideas about proof. They are increasingly able to apply learning in mathematics to their everyday life, to the solution of real problems and to the process of informed decision-making. Children learn that mathematics is a global language because it transcends national and cultural boundaries and can therefore contribute to an understanding of the world as a global community.

As they develop their mathematical skills, children can use them to explore issues relating to their communities, health and the environment. They begin to use and interpret data and recognise that data can be used in meaningful or misleading ways. Mathematics at key stages 1 and 2 lays the foundation for children to solve a range of significant problems set in a wide range of contexts and, because of its innate notions of truth and falsehood, contributes to the development of children's own notions of truth and falsehood.

### ***Science***

As children study science at key stages 1 and 2, they develop knowledge, skills and understanding that contribute to their learning in citizenship. Specifically, they learn about ways in which living things and the environment need protection. They work together to collect evidence to help them to answer questions about this and other issues, use reference materials to investigate them and share and communicate their ideas. They learn to apply their knowledge and understanding to aspects of their own lives and experience and think about the positive and negative effects of scientific and technological developments on the environment and in other contexts.

### ***Design and technology***

Design and technology contributes to citizenship at key stage 1 by helping children to take part in discussions – with one other person and with the whole class – about what they like and dislike, as they develop designing and making ideas and evaluate processes and products.

At key stage 2 children learn to research and use information from a number of sources, including ICT-based sources, and to work collaboratively as a member of a team. They recognise that the quality of a product depends on how well it meets its intended purpose, including social, economic and environmental considerations.

At both key stages children learn to consider the needs of people who will use the products they design and make. They learn to follow health and safety procedures when working with tools, equipment, materials and components and those relating to food safety and hygiene.

### ***ICT***

ICT at key stages 1 and 2 contributes to citizenship by enabling children to find, collate and combine information, to make critical judgements about the quality, accuracy and relevance of the information they have found and to organise and present their findings to others.

Children also learn that data can be manipulated, for example by sorting it, searching on it or changing aspects of it. They learn how ICT can be used to control devices and automatically sense and log data, and how it is used in the wider community.

ICT helps children to share and communicate information in a variety of ways and to take account of the needs of different audiences as they do so. They learn to communicate through making presentations, publishing, and using e-mail. The internet allows them to communicate with people from other places and cultures, and to exchange information and ideas. They may explore issues such as internet safety, including the need to be careful about giving out personal details to people they do not know.

### ***History***

Through history at key stages 1 and 2, children learn about lives and lifestyles from the recent and more distant past. They find out about significant people, events and places, from Britain and the wider world. They develop skills that support their learning in citizenship, for example skills of enquiry and communication. They use a variety of sources of information and

communicate their ideas through speaking, writing, drawing and the use of ICT. By the end of key stage 2 some children are beginning to evaluate evidence and use their findings to argue for a point of view.

Children look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They learn how the past influences the present, what earlier societies were like, and about the ideas, beliefs, attitudes and experiences of people in the past. They begin to see the diversity of human experiences and understand more about themselves as individuals and members of society. What they learn can influence their personal choices, attitudes and values.

### ***Geography***

In geography at key stages 1 and 2, children develop knowledge, skills and understanding relevant to citizenship. They develop skills of enquiry and communication which enable them to research, reflect on and discuss topical issues, problems and events. As they learn about places and environments locally (including the school and its immediate locality) and further afield, they begin to understand the diversity of cultures and identities in the United Kingdom and the wider world. Children learn that they live in an interdependent world and they begin to understand that their own actions can have consequences for other people and places. Geography provides opportunities for them to learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

### ***Art and design***

Art and design gives children opportunities to work with others in groups or teams to explore and develop ideas, make images and artefacts, and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the roles and purposes of artists, craftspeople and designers working in different cultures and begin to develop an understanding of how works of art, craft and design reflect personal, social, political and cultural values and beliefs.

Art and design offers opportunities for children to be involved in collaborative projects in school and the wider community and to learn how art, craft and design are part of the local, national and global communities to which the children belong.

### ***Music***

Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and relate to others, forging links between home, school and the wider communities to which they belong.

During key stages 1 and 2, children have the opportunity to participate in group or class performance, taking responsibility for their contribution, developing positive relationships with others and recognising the need for different roles within the group. They learn about and experience music from different times and cultures, which contributes to their appreciation of the range of national, regional, religious and ethnic identities in the United Kingdom.

### ***Physical education***

At key stages 1 and 2, physical education supports citizenship by promoting children's self-reliance, self-discipline, social responsibility and spirit of adventure. They learn to value and be sensitive to individual differences and to take part as members of groups and teams. They take on different roles, such as leader or organiser, taking responsibility for their contribution, facing challenges and making democratic decisions.

Physical education provides opportunities for children to learn about other times and cultures, for example through dance activities. It can provide opportunities for members of the wider community to be involved in the school and for children to be involved in the community beyond school. Children develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success and that of others.

### ***Religious education***

RE contributes to citizenship by providing opportunities for children to explore what is fair and unfair, recognise what is right and wrong, and understand and exercise personal, social and moral responsibility. Many locally agreed syllabuses include the requirement to examine the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities, and to develop strategies for dealing with such behaviours and for resolving conflict.

In RE, children reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people's experiences. It provides a valuable context for children to learn about and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

## **Teaching and learning approaches**

A balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. At key stage 1, teaching approaches should build on the principles for early years education (see *Curriculum guidance for the foundation stage (QCA/00/587)*, pages 11–13).

The scheme of work for key stages 1 and 2 emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and learn from each other. While there are opportunities for direct teaching, the units make full use of group work, circle time, role-play, visitors, case studies and simulation to involve children actively.

To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:

- **take some responsibility for their own learning**, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;
- **explore and discuss topical issues**, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world;

- **participate in groups of different sizes and composition**, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;
- **explore and discuss** the varied attitudes and values underpinning some of the issues they encounter, considering social and moral dilemmas and other people's experiences, thinking about, and beginning to express, views that are not their own, for example through role-play;
- **find information and advice**, for example through helplines, and learn to provide information to others;
- **work with adults other than teachers**, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local, national or international voluntary organisations, and people who work in the school and neighbourhood, such as religious leaders, health professionals, emergency service professionals, local councillors and MPs;
- **work outside the classroom**, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school and local community; and
- **take time to reflect** on all their experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

### ***Teaching styles***

It is important to use a range of teaching styles to accommodate the different learning styles of individuals in any group of children.

More detailed guidance on teaching and learning approaches can be found in Appendix 5. This guidance includes establishing ground rules with children, deciding on starting points for citizenship topics, and good practice in the use of visitors.

### ***Building on children's earlier experiences***

The scheme of work builds on children's learning during the foundation stage. The section below uses the early learning goals for children's personal, social and emotional development to illustrate this. Other aspects of learning also underpin citizenship, for example those relating to:

- disposition and attitudes;
- self-confidence and self-esteem;
- making relationships;
- behaviour and self-control;
- sense of community;
- language for communication;
- language for thinking;
- exploration and investigation; and
- cultures, beliefs and imagination.

The 'About the unit' section of relevant units indicates where activities build on learning in the foundation stage.

By the end of the foundation stage most children will have experienced learning opportunities that promote a disposition and attitudes that enable them to:

- continue to be interested, excited and motivated to learn;
- be confident to try out new activities, initiate ideas and speak in a familiar group; and
- maintain attention and concentration and sit quietly when appropriate.

They will be developing self-confidence and self-esteem so that they:

- respond to significant experiences, showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to the views, needs and feelings of others; and
- have a developing respect for their own cultures and beliefs, and those of other people.

Children will be developing positive relationships and be able to:

- form good relationships with adults and peers; and
- work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Through early learning goals for behaviour and self-control children will:

- understand what is right, what is wrong, and why; and
- consider the consequences of their words and actions for themselves and others.

They will be able to take care of themselves, for example showing that they can:

- dress and undress independently and manage their own personal hygiene; and
- select and use resources independently.

They will have had opportunities to develop a sense of community and learnt to understand that:

- people have different needs, views, cultures and beliefs, which should be treated with respect; and
- they can expect others to treat their different needs, views, cultures and beliefs with respect.

See *Curriculum guidance for the foundation stage* (QCA/00/587) and *Planning for learning in the foundation stage* (QCA/01/799) or [www.qca.org.uk](http://www.qca.org.uk)

## Assessing progress

There are no statutory requirements for end of key stage teacher assessment in PSHE and citizenship at key stages 1 and 2. However, teachers are required to keep records of the progress of all children and report this to parents. The arrangements for assessing and reporting at key stages 1 and 2 are published each year by QCA (see [www.qca.org.uk/ca/tests](http://www.qca.org.uk/ca/tests)).

The PSHE and citizenship framework includes summaries of children's main achievements during the key stage. These are reproduced below (see *The National Curriculum. Handbook for primary teachers in England* (QCA/99/457)). Teachers may find it helpful to use the key stage statements for PSHE and citizenship to help them to report on children's progress.

### ***Key stage statements***

**During key stage 1** pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on 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 some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and are becoming 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.

**During 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 in a group, for their own learning; and to resist bullying.

### ***Assessing children's progress in PSHE and citizenship***

Assessment in PSHE and citizenship should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Children should learn how to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

The progress and achievement of all children should be recognised. Methods used to assess progress should not imply that children are failing as people or citizens, nor should they judge the worth, personality or value of an individual or their family.

Teachers involved in assessment need:

- an understanding of clearly stated learning outcomes for the key stage (with reference to the children's aptitudes and abilities);
- a view of the full range of learning and social activities across the school and its local community (the context for learning);
- clear learning objectives for each piece of work or activity, which are shared with, and understood by, the children;
- criteria on which to make a judgement about progress and achievement, ie what it might look like when the objective has been achieved;

- access to a range of teaching strategies to cater for and develop children's different learning styles (with particular emphasis on skills of reflection, enquiry, communication and participation);
- strategies to provide effective feedback to children; and
- to engage children in reviewing their progress in achieving the learning outcomes – listening, observation, skilled questioning, quality feedback (what has been achieved) and planning ahead (what the next steps might be).

### ***Planning for effective assessment for learning***

Assessment should:

- be planned as an integral part of teaching and learning;
- provide regular opportunities for children to receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve children in discussion about learning objectives and desired outcomes;
- include children in self-assessment and peer assessment;
- reflect evidence of progress in skills of participation as well as knowledge and understanding; and
- allow for evidence of achievements to be collected in a citizenship portfolio and/or included in a wider profile of children's achievements in the school.

Further advice on assessment for learning can be found on the QCA website at [www.qca.org.uk/ca/5-14/afl/index.asp](http://www.qca.org.uk/ca/5-14/afl/index.asp)

### ***Providing assessment opportunities***

Opportunities for assessment are indicated in the units in the scheme of work. They include opportunities for children to:

- demonstrate their understanding through planning a talk or presentation;
- design a display or web pages;
- produce a diary, logbook or portfolio;
- contribute to discussions and debate;
- produce resources for younger children;
- demonstrate skills through role-play or participation in simulations;
- devise a quiz, board game or card game;
- write letters to local councillors or MPs, or articles for school or local newspapers;
- make a video of an event or participate in, for example, a class or school council meeting;
- record an interview with members of the local community;
- produce evidence of helping to plan a visit or arranging for a visiting speaker; and
- produce evidence of involvement in an arts-oriented project on a relevant theme.

### ***Including regular self-assessment***

Children, individually and with their peers, should have regular opportunities to reflect on their activities. Following an activity, children can share reactions and start to make sense of the experience in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self- and peer assessment and target-setting.

Using the following questions will help the reflection process:

- What happened?
- What did I do by myself/with others?
- How did I/we feel about the activity/experience?
- What difficulties did I/we encounter?
- How did I/we overcome them?
- What did I/we learn?
- How could I/we improve what I/we did in a future, similar situation?
- How can I/we apply this learning to other situations?
- What other knowledge, skills and understanding do I/we need to do this?
- What do I/we need to do next?
- What help will I/we need?

### ***Keeping a portfolio of evidence***

Some schools encourage children to develop a PSHE and citizenship portfolio in which they keep records of their achievements in PSHE and citizenship activities. These can be useful in helping children to articulate their achievements when they move to secondary school. See the booklet *Taking part: developing opportunities for children to participate*.

A portfolio allows children to gather evidence of their achievements in PSHE and citizenship wherever they have occurred – in other subjects; through PSHE and citizenship events; through responsibilities undertaken in school or in the community; through participation in projects and initiatives; through out-of-school achievements. See *Taking part: developing opportunities for children to participate* for more ideas.

### ***Recognising achievement***

Schools are likely to have existing ways of recognising the achievements of children. These include school badges and certificates, often presented in assembly. There may also be community awards, for example healthy eating certificates, safety awards or prizes for environmental projects, which may be provided by external agencies, organisations or local authorities. Schools will want to explore the most appropriate range of methods of recognising achievement in citizenship, bearing in mind that it is important that *all* children gain credit for what they have achieved rather than just one or two.

## **Inclusion**

The PSHE and citizenship framework for key stages 1 and 2 contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion.

The PSHE and citizenship framework therefore provides the basis for schools to develop a ‘curriculum for inclusion’ so that children, as well as adults, take responsibility for meeting the requirements of the inclusion statement.

Teachers who use this scheme of work should adapt it to ensure it takes account of the different experiences, strengths and interests of their children. In doing so, they should refer to the statutory requirements and guidance on inclusion set out in *The National Curriculum Handbook for primary teachers in England* (QCA/99/457).

Teachers of children with learning difficulties may find helpful the guidelines on *Planning, teaching and assessing the curriculum for children with learning difficulties – personal, social and health education and citizenship* (QCA/01/749 or [www.nc.uk.net/ld](http://www.nc.uk.net/ld)).

Teachers should consider whether:

- particular parts of the scheme should be emphasised or expanded;
- children should be given more time for particular aspects of the scheme or given opportunities to progress more rapidly;
- particular children need opportunities to revisit knowledge and skills in different contexts; and
- to use these materials as a resource for developing an alternative scheme. The alternative must offer children opportunities to experience a range of work across key aspects drawn from the programme of study.

If adapting particular units, teachers should consider whether:

- the expectations and learning objectives need to be modified;
- there is a need to add challenge by increasing the demand;
- there is a need to provide small steps, short, guided and more focused tasks and supporting structures to enable children working below the demands of learning objectives to undertake the activity;
- the outcomes need to be changed to take account of revisions to the objectives and activities, or because children will operate on different levels;
- to vary contexts, resources, or teaching and learning styles to take account of the different learning needs of boys and girls, and the needs of children from different social and cultural backgrounds and with different lifestyles; and
- the activities need to be adapted to provide support for children with communication, language or literacy difficulties.

Every effort should be made to maintain entitlement and equality of opportunity.

The type of support provided for children should enable access, by using strategies that overcome barriers to learning. Such strategies include:

- using alternative and augmentative communication;
- reducing the amount of written work and reading;
- giving children the opportunity to clarify their ideas through discussion, modelling, role-play and the use of tape recorders, video and photographs, rather than relying on written materials;
- using specialist equipment to give motivating and relevant experiences to children with sensory and physical disabilities;
- emphasising small steps and short-term goals;
- providing very specific outcomes; and
- making subject matter relevant to children's needs and interests.

Appendix 4 provides information about PSHE and citizenship and teaching about diversity.

## **Links with other areas of the curriculum**

### ***Thinking skills***

By using thinking skills, children can focus on ‘knowing how’ as well as ‘knowing what’ – learning how to learn.

The units include many opportunities for developing thinking skills.

### ***Information-processing skills***

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

### ***Reasoning skills***

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make judgements and decisions informed by reasons or evidence.

### ***Enquiry skills***

These enable children to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

### ***Creative-thinking skills***

These enable children to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative outcomes.

### ***Evaluation skills***

These enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others’ work or ideas, and to have confidence in their judgements.

Activities to develop, practise and consolidate these skills include: teacher reflection on, and modelling of, thinking skills; problem-solving in pairs; cooperative learning; and group discussion.

Appendix 5 includes examples of questions to encourage thinking in citizenship. These can be adapted to suit the age and stage of the children.

### ***Education for sustainable development***

The PSHE and citizenship framework promotes education for sustainable development. The framework engages children in activities that enable them to take part in decision-making and the democratic processes affecting the quality and structure of their environment.

Children develop skills to investigate, analyse and discuss a range of issues, problems and events locally, nationally and globally. They explore the values that underpin the actions of individuals and communities and how these affect the environment, the economy and society. The PSHE and citizenship framework gives children the knowledge, skills and understanding they need to become informed citizens who can play an effective and responsible role in society.

Some units suggest opportunities for work on sustainable development, for example unit 2 'Choices', unit 3 'Animals and us' and unit 6 'Developing our school grounds'. Further information and teaching activities about education for sustainable development are provided at [www.nc.uk.net/esd](http://www.nc.uk.net/esd)

### ***The global dimension and citizenship***

The global dimension provides a broad context for PSHE and citizenship knowledge, skills and understanding, competencies and confidence that young people need to participate in an increasingly global society. There is a global dimension to the jobs we do, the clothes we wear, the food we eat and the music we listen to. There is a global dimension to the people and faith groups in our communities and the children in our schools – over 60 per cent of whom have a relative living in another Commonwealth country. The global dimension affects the everyday decisions we make, from what to buy to where to go on holiday. What happens elsewhere has an impact on people in this country – decisions made in an overseas boardroom may affect a United Kingdom factory. See *Citizenship education: the global dimension* (Development Education Association 2001) or the DEA website (see Appendix 8).

### ***Spiritual, moral, social and cultural development***

The PSHE and citizenship framework gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

PSHE and citizenship promote spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. PSHE and citizenship help children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE and citizenship promote moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSHE and citizenship promote social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. They

develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSHE and citizenship promote cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all children to consider their own views and opinions about them, occur through many aspects of PSHE and citizenship – in particular, as children investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

### ***Work outside lessons***

Children need opportunities to learn and develop PSHE and citizenship knowledge, skills and understanding in real situations and contexts, both within and outside the school. Some aspects of PSHE and citizenship can be addressed through project work, experiences such as visits and residential activities, or special activity days or weeks in school. These enable children to plan and work together and get involved in the life of their school, neighbourhood and community. Some units involve work in the local and wider community.



# Appendix 1: exemplar framework for audit and planning citizenship at key stages 1 and 2

This exemplar framework can be used during whole-school planning. It is intended to help schools identify opportunities for children to address key citizenship questions. By considering where they do or could provide opportunities for children to address these questions, schools can plan the curriculum from the children's perspective. The topics in italics indicate areas of citizenship knowledge and understanding that can be developed when the questions are addressed.

|   |  |   |  |  |   |  |
|---|--|---|--|--|---|--|
| <p><b>Rights and responsibilities</b></p> | <p><b>Why do we need rules and laws?</b></p> <ul style="list-style-type: none"> <li>What are my basic needs and the needs of others?</li> <li>What do I think is fair or unfair?</li> <li>What are human rights?</li> <li>What are my rights and responsibilities?</li> <li>Why do we need rules and laws?</li> <li>How are our class and school rules made?</li> <li>How are my rights protected and how can I access that protection?</li> </ul> | <ul style="list-style-type: none"> <li><b>Right and wrong</b></li> <li><b>Needs</b></li> <li><b>Rights</b></li> <li><b>Responsibilities</b></li> <li><b>Fairness</b></li> <li><b>Rules</b></li> <li><b>Laws</b></li> <li><b>Human rights</b></li> <li><b>Children's rights</b></li> <li><b>Voluntary organisations</b></li> </ul> | <p><b>What pressures and influences affect me?</b></p> <ul style="list-style-type: none"> <li>What affects the way I make decisions?</li> <li>What influences my choices?</li> <li>What is peer influence and how can it affect me?</li> <li>What influences my spending?</li> <li>What causes conflict and how do I resolve it?</li> <li>How do the media portray social issues?</li> <li>How can I be a positive influence on others?</li> <li>How do I make informed decisions?</li> </ul>  | <ul style="list-style-type: none"> <li><b>Conflict resolution</b></li> <li><b>Decision-making</b></li> <li><b>Pressure</b></li> <li><b>Influences</b></li> <li><b>Choices</b></li> <li><b>Money</b></li> <li><b>Media</b></li> </ul>   | <p><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>What is crime?</li> <li>What do I know about crime in my community?</li> <li>How does our local police force help us?</li> <li>Why do people commit crimes?</li> <li>What happens if someone breaks the law?</li> <li>How can we help to keep ourselves and our communities safe?</li> </ul>  | <ul style="list-style-type: none"> <li><b>Right and wrong</b></li> <li><b>Fairness</b></li> <li><b>Crime</b></li> <li><b>Community</b></li> <li><b>Police</b></li> <li><b>Punishment</b></li> <li><b>Victims</b></li> <li><b>Keeping safe</b></li> </ul>                             |
| <p><b>Government and democracy</b></p>    | <p><b>Communicating and taking part</b></p> <ul style="list-style-type: none"> <li>How good am I at speaking and listening to others?</li> <li>How do I find out about things I don't understand?</li> <li>How do I communicate my views to others?</li> <li>How do I contribute to discussion?</li> <li>What do I contribute when I work with others?</li> <li>How can I help others at school?</li> </ul>  | <ul style="list-style-type: none"> <li><b>Research</b></li> <li><b>Discussion</b></li> <li><b>Debate</b></li> <li><b>Participating</b></li> <li><b>Class council</b></li> <li><b>Democracy</b></li> </ul>   | <p><b>Democracy at school and locally</b></p> <ul style="list-style-type: none"> <li>What kinds of decisions do I make?</li> <li>How do we make informed choices?</li> <li>How can my decisions affect others?</li> <li>How do I contribute to decision-making in my class and school?</li> <li>What do I understand about fairness in decision-making?</li> <li>Who represents my interests and how can I have a say – in school and in local government?</li> </ul>  | <ul style="list-style-type: none"> <li><b>Choices</b></li> <li><b>Decision-making</b></li> <li><b>Democracy</b></li> <li><b>Class councils</b></li> <li><b>School councils</b></li> <li><b>Public services</b></li> <li><b>Voting</b></li> </ul>   | <p><b>Learning about democracy and government</b></p> <ul style="list-style-type: none"> <li>Who represents you, me, us?</li> <li>What do we know about local democracy?</li> <li>How are local facilities funded?</li> <li>What does a local councillor do?</li> <li>What does my MP do?</li> <li>How can I have a voice?</li> </ul>   | <ul style="list-style-type: none"> <li><b>Democracy</b></li> <li><b>Representation</b></li> <li><b>Local government</b></li> <li><b>MP</b></li> <li><b>Parliament</b></li> <li><b>Money</b></li> <li><b>Council tax</b></li> <li><b>Enquiry</b></li> <li><b>Resources</b></li> </ul> |
| <p><b>Communities and identities</b></p>  | <p><b>Me and my school community</b></p> <ul style="list-style-type: none"> <li>How are we the same and different?</li> <li>Why do our communities change?</li> <li>How can we prepare for change?</li> <li>Who can help me cope with change?</li> <li>How can we help people new to our community?</li> <li>What is bullying and how do I deal with it?</li> <li>How is the diversity and difference in my community recognised?</li> </ul>       | <ul style="list-style-type: none"> <li><b>Identities</b></li> <li><b>Families</b></li> <li><b>Groups</b></li> <li><b>Communities</b></li> <li><b>Sameness and difference</b></li> <li><b>Bullying</b></li> <li><b>Diversity</b></li> <li><b>Empathy</b></li> </ul>  | <p><b>Me and my wider communities</b></p> <ul style="list-style-type: none"> <li>What is my local community like?</li> <li>Who can help us in our community?</li> <li>How do I understand sameness and difference in my own and other communities?</li> <li>What is racism and how do I respond to it?</li> <li>What are the rights of children?</li> <li>What concerns my community and who influences it?</li> <li>What happens when human rights are denied?</li> <li>How can I take responsibility and make a difference in my community?</li> </ul> | <ul style="list-style-type: none"> <li><b>Identities</b></li> <li><b>Diversity</b></li> <li><b>Racism</b></li> <li><b>Inclusion</b></li> <li><b>Participating and contributing</b></li> <li><b>Community groups</b></li> <li><b>Local networks</b></li> <li><b>Local organisations</b></li> <li><b>Sustainability</b></li> <li><b>Media</b></li> </ul> | <p><b>National and global citizenship</b></p> <ul style="list-style-type: none"> <li>What are other communities like?</li> <li>What are places and people like in other parts of the world?</li> <li>How do the media portray different communities?</li> <li>How are we all connected?</li> <li>What do voluntary organisations do?</li> <li>How can I investigate national and global issues?</li> <li>How can I contribute to a sustainable future?</li> </ul> | <ul style="list-style-type: none"> <li><b>Diversity</b></li> <li><b>Voluntary bodies</b></li> <li><b>Sustainability</b></li> <li><b>Global citizenship</b></li> <li><b>Interdependence</b></li> <li><b>Media</b></li> <li><b>Enquiry</b></li> </ul>                                  |

## Appendix 2: examples of how to use the materials in the scheme of work to plan the citizenship aspects of the PSHE and citizenship framework

The three case studies below illustrate how schools could combine units and curriculum locations as a result of using a whole-school approach to planning provision for the citizenship aspects of the PSHE and citizenship framework.

Teachers will need to use their judgement in selecting and adapting activities from the units to address the priorities they have identified during the whole-school planning process and the age and stage of the children.

Children will need opportunities to reflect on the different activities in which they engage and to learn from their participation in school and community projects and events.

### **School A**

School A is a small rural JMI with little religious or ethnic diversity, although there is significant diversity in the social and economic circumstances of the children. The school has close links with its immediate community and has recently established communication with a school in Kenya through a school-linking project.

Much of the provision for PSHE and citizenship has, in the past, been implicit in assemblies, RE lessons and children's involvement in community activities, such as the village fête and seasonal celebrations. Occasionally there have been discrete lessons, usually in response to behaviour problems during lunchtime.

The school has decided to enhance its provision for the citizenship aspects of the PSHE and citizenship framework in order to address specific needs and priorities of the children. There will be planned provision in conjunction with other subjects, specific assemblies will be followed by classroom discussion, and there are plans to establish a school council. Activities will be selected from units in the citizenship scheme of work and combined with activities from the schemes of work for other subjects. Teachers have downloaded and adapted key stage 3 citizenship unit 17 'School linking', to provide explicit support for the children's learning from the school-linking initiative.

| When?            | What?   | How?   | Aspects of PSHE/<br>citizenship<br>framework   |
|------------------|---|--|--|
| Years<br>1 and 2 | <ul style="list-style-type: none"> <li>■ Whole-school 'Respect for all' initiative: age-appropriate activities are selected and combined from:               <ul style="list-style-type: none"> <li>– unit 5 'Living in a diverse world'</li> <li>– key stage 3 citizenship unit 17 'School linking'</li> <li>– geography unit 5 'Where in the world is Barnaby Bear?'</li> <li>– RE unit 1A 'What does it mean to belong? – generic'</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>■ Assemblies and classroom discussion</li> <li>■ English time: paired reading/writing project with year 5 children – drawings, photos, letters and information to and from link school</li> <li>■ Combined geography and RE timetabled lesson time</li> </ul>               | Key stage 1:<br>1b, 1c, 1d,<br>2a, 2b, 2c, 2f,<br>4a, 4b, 4c, 4d<br>5a, 5c, 5g                         |
|                  | <ul style="list-style-type: none"> <li>■ 'Improving lunchtimes' initiative, using age-appropriate activities selected from:               <ul style="list-style-type: none"> <li>– unit 1 'Taking part – developing skills of communication and participation'</li> <li>– unit 6 'Developing our school grounds'</li> <li>– unit 8 'How do rules and laws affect me?'</li> <li>– geography unit 1 'Around our school – the local area'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Assemblies followed by classroom discussion once a week</li> <li>■ Half-hour per week allocated to activities related to the establishment of class councils, as a starting point for developing a school council</li> <li>■ Geography and science lesson time</li> </ul> | Key stage 1:<br>1a, 1b, 1d, 1e<br>2a, 2b, 2c, 2d, 2e,<br>2h, 2i<br>4a, 4b<br>5a, 5c, 5d, 5e, 5g,<br>5h |
|                  | <ul style="list-style-type: none"> <li>■ Science and citizenship initiative 'Living things around us', using activities adapted from:               <ul style="list-style-type: none"> <li>– unit 3 'Animals and us'</li> <li>– science unit 2B 'Plants and animals in the local environment'</li> </ul>               Children work with older children and other adults to create a wildlife garden             </li> </ul>                                 | <ul style="list-style-type: none"> <li>■ Science lesson time</li> <li>■ An off-timetable half-day when children organise a special event for parents and other members of the community to share their work</li> </ul>   | Key stage 1:<br>1b,<br>2a, 2b, 2e, 2g, 2i<br>5a, 5b, 5c, 5e  |

| When?            | What?  | How?  | Aspects of PSHE/<br>citizenship<br>framework   |
|------------------|--|---|--|
| Years<br>3 and 4 | <ul style="list-style-type: none"> <li>■ Whole-school 'Respect for all' initiative: age-appropriate activities are selected from:               <ul style="list-style-type: none"> <li>– unit 5 'Living in a diverse world'</li> <li>– key stage 3 citizenship unit 17 'School linking'</li> <li>– geography unit 18 'Connecting ourselves to the world'</li> <li>– RE unit 4D 'What religions are represented in our neighbourhood?'</li> <li>– additional materials from other sources</li> </ul> </li> </ul>                  | <ul style="list-style-type: none"> <li>■ Assemblies and classroom discussion</li> <li>■ ICT/English lesson time: internet and library research on Kenya, plus e-mail/letter/photo exchange with link school</li> <li>■ Use of geography and RE lesson time</li> </ul>   | Key stage 2:<br>1b, 1c, 1d<br>2a, 2b, 2e, 2f<br>4a, 4b, 4c, 4d<br>5a, 5b, 5c, 5g               |
|                  | <ul style="list-style-type: none"> <li>■ 'Improving lunchtimes' initiative, using age-appropriate activities in:               <ul style="list-style-type: none"> <li>– unit 1 'Taking part – developing skills of communication and participation'</li> <li>– unit 6 'Developing our school grounds'</li> <li>– unit 8 'How do rules and laws affect me?'</li> <li>– geography unit 8 'Improving the environment'</li> <li>– geography unit 21 'How can we improve the area we can see from our window?'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Half-hour per week allocated to activities related to the establishment of class councils, as a starting point for developing a school council</li> <li>■ Children work with key stage 1 children to create a wildlife garden and plan a community event to celebrate it</li> <li>■ Geography and science lesson time plus half-day off-timetable</li> </ul> | Key stage 2:<br>1a, 1b, 1c<br>2a, 2b, 2c, 2f, 2g, 2j<br>3e, 3f, 3g<br>4a<br>5a, 5b, 5d, 5e, 5h |
|                  | <ul style="list-style-type: none"> <li>■ Science and citizenship initiative 'Our healthy choices', using:               <ul style="list-style-type: none"> <li>– unit 2 'Choices'</li> <li>– science unit 3A 'Teeth and eating'</li> <li>– science unit 4A 'Moving and growing'</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>■ Science lesson time</li> </ul>   | Key stage 2:<br>1c<br>2f, 2k<br>3a<br>5d, 5g   |

| When?            | What?  | How?   | Aspects of PSHE/<br>citizenship<br>framework   |
|------------------|--|--|--|
| Years<br>5 and 6 | <ul style="list-style-type: none"> <li>■ Whole-school 'Respect for all' initiative, including a year 5/6 dance festival. Activities are adapted and combined from:               <ul style="list-style-type: none"> <li>– unit 5 'Living in a diverse world'</li> <li>– key stage 3 citizenship unit 17 'School linking'</li> <li>– geography unit 18 'Connecting ourselves to the world'</li> <li>– geography unit 24 'Passport to the world'</li> <li>– RE unit 6F 'How do people express their faith through the arts?'</li> <li>– PE unit 31 'Dance activities – link unit'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Assemblies and classroom discussion</li> <li>■ English lesson time: paired reading/writing project with year 2 children – drawing, photos, letters and information to and from link school</li> <li>■ Geography, RE and PE lesson time to plan and rehearse the dance festival</li> </ul>   | Key stage 2:<br>1c<br>2a, 2i<br>4a, 4b, 4f<br>5a, 5b, 5c, 5e, 5g,<br>5h                                |
|                  | <ul style="list-style-type: none"> <li>■ 'Improving lunchtimes' initiative, using age-appropriate activities in:               <ul style="list-style-type: none"> <li>– unit 1 'Taking part – developing skills of communication and participation'</li> <li>– unit 6 'Developing our school grounds'</li> <li>– unit 8 'How do rules and laws affect me?'</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>■ Assemblies plus classroom discussion once a week (RE time)</li> <li>■ Half-hour per week allocated to activities related to the establishment of class councils, as a starting point for developing a school council. The focus of initial council meetings is to contribute to the development of the school grounds project</li> <li>■ Geography and science lesson time</li> </ul> | Key stage 2:<br>1a, 1b, 1c, 1e<br>2a, 2b, 2c, 2d, 2f,<br>2j<br>4a<br>5a, 5c, 5d, 5e, 5h,<br>5f         |
|                  | <ul style="list-style-type: none"> <li>■ Transition project 'Our successful futures', using activities adapted from:               <ul style="list-style-type: none"> <li>– unit 2 'Choices'</li> <li>– unit 7 'Children's rights – human rights'</li> <li>– unit 12 'Moving on'</li> <li>– science unit 5A 'Keeping healthy'</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>■ Two weeks in summer term of year 6 devoted to transition project activities</li> <li>■ The children design and contribute to a leavers' book and a copy is presented to each leaver at a special assembly</li> </ul>  | Key stage 2:<br>1a, 1b, 1c, 1e<br>2a, 2c, 2d, 2e, 2f,<br>2h<br>3a<br>4a, 4b, 4c, 4d, 4e,<br>4g<br>5a–j |

## **School B**

School B is a large multicultural primary school with a nursery school on the same site. It has a breakfast club and a range of after-school clubs. The school is fortunate to have accommodation for parents to meet on the school site, where there is access to advice from a range of agencies about educational and other family and community issues.

The school has an existing whole-school approach to PSHE and citizenship. Circle time takes place during a regular half-hour each week throughout the school and an additional half-hour for circle activities during key stage 1 and one hour per week for PSHE and citizenship at key stage 2. Where relevant, aspects of other national curriculum subjects are also addressed. Children sometimes request an extended or additional circle time to address specific issues of interest that have arisen.

The school has made it a priority to maximise and extend the current links with parents and the wider community, supporting family learning and encouraging all children to take more responsibility for decision-making and organisation in the school. The school has also decided to address behavioural issues, including bullying, through the citizenship curriculum, and crime prevention in the local community.

| When?            | What?   | How?  | Aspects of PSHE/<br>citizenship<br>framework  |
|------------------|---|---|---|
| Years<br>1 and 2 | <ul style="list-style-type: none"> <li>■ Well-established activities that build on the early learning goals continue in year 1</li> <li>■ Years 1 and 2: circle time to explore likes and dislikes, issues of right and wrong and fairness and unfairness, using existing materials plus age-appropriate activities from:               <ul style="list-style-type: none"> <li>– unit 3 'Animals and us'</li> <li>– unit 4 'People who help us'                   <ul style="list-style-type: none"> <li>– the local police'</li> </ul> </li> <li>– unit 5 'Living in a diverse world'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Across the curriculum and through circle time activities</li> <li>■ Circle time</li> </ul>   | Key stage 1:<br>1a, 1b, 1c, 1d<br>2a, 2b, 2c, 2d,<br>2e, 2f<br>3a, 3g<br>4a, 4b, 4c, 4d<br>5b, 5e, 5g, 5h |
|                  | <ul style="list-style-type: none"> <li>■ Taking responsibility for ourselves and others. Activities selected from unit 1 'Taking part – developing skills of communication and participation' are used to help the establishment of class councils and develop playground 'buddies'</li> </ul>  | <ul style="list-style-type: none"> <li>■ Circle time to develop communication skills and develop empathy and awareness of others' needs</li> <li>■ Class council meetings</li> <li>■ English lesson time – story, poetry and drama to raise playground issues that need to be addressed</li> <li>■ Additional short periods of time for year 2 children to reflect on their buddying</li> </ul> | Key stage 1:<br>1b, 1c, 1d<br>2a, 2b, 2c, 2d<br>5a, 5c, 5d, 5g  |
|                  | <ul style="list-style-type: none"> <li>■ Visit to a city farm, after which children plan and organise an assembly and display for parents</li> <li>■ Visit to local places of worship (links with RE unit 2D 'Visiting a place of worship – generic'). Parents are involved in the visit and follow-up work</li> </ul>  | <ul style="list-style-type: none"> <li>■ Off-timetable half-days plus planning and reflection in circle time</li> <li>■ Assembly time for children to make a presentation and show a display to parents</li> </ul>  | Key stage 1:<br>1a<br>2d, 2e, 2g, 2h, 2i<br>4a, 4b, 4c, 4f<br>5a–f  |

| When?            | What?   | How?   | Aspects of PSHE/<br>citizenship<br>framework  |
|------------------|---|--|---|
| Years<br>3 and 4 | <ul style="list-style-type: none"> <li>■ Circle time focuses on sameness and difference, rights, rules and responsibilities and resolving conflict, using activities from existing resources plus relevant activities from:               <ul style="list-style-type: none"> <li>– unit 1 ‘Taking part – developing skills of communication and participation’</li> <li>– unit 5 ‘Living in a diverse world’</li> <li>– unit 7 ‘Children’s rights – human rights’</li> <li>– unit 8 ‘How do rules and laws affect me?’</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>■ Timetabled circle time of half-hour per week</li> </ul>   | Key stage 2:<br>1a, 1b, 1c<br>2a, 2b, 2c, 2d, 2f,<br>2g, 2i<br>3a, 3e, 3f, 3g<br>5a–h           |
|                  | <ul style="list-style-type: none"> <li>■ Class councils are developed and representatives elected to a school council</li> <li>■ The children contribute to a local community initiative which addresses some of the local authority crime prevention priorities. They work in partnership with other agencies, including the police, the housing department, parents and other community members. The following units are used and linked with geographical and historical local enquiries:               <ul style="list-style-type: none"> <li>– unit 4 ‘People who help us – the local police’</li> <li>– unit 8 ‘How do rules and laws affect me?’</li> <li>– unit 9 ‘Respect for property’</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Meeting scheduled for the whole school once per half-term. Election day once a year – off-timetable half-day</li> <li>■ One hour per week of citizenship time for one term, with year 3 and year 4 working on aspects of the initiative</li> <li>■ Additional time in humanities lessons</li> </ul> | Key stage 2:<br>1a, 1b, 1c, 1e<br>2a, 2b, 2c, 2d,<br>2g, 2j<br>3a, 3e, 3f, 3g<br>5e, 5f, 5g, 5h |

| When?            | What?  | How?  | Aspects of PSHE/<br>citizenship<br>framework   |
|------------------|--|---|--|
| Years<br>5 and 6 | <ul style="list-style-type: none"> <li>■ Circle time continues to address the children's rights and responsibilities and helps them to deal with conflict, including aggression, bullying and racism. The children are encouraged to take responsibility for planning and leading some of the circle times</li> <li>■ Linked with this, children take part in developing and reviewing school policies, eg on behaviour, bullying, equal opportunities, anti-racism. They plan specific group actions and take responsibility for playing a part in carrying them out. These include: a 'listening service', available at lunchtimes for other children; an anti-bullying project linked with the local secondary school; the formation of a primary action group and a 'homework helper service', linked to the breakfast club</li> </ul> | <ul style="list-style-type: none"> <li>■ Timetabled circle times</li> <li>■ Policy review and project development during timetabled PSHE/citizenship sessions. Some group activities are carried out before school and at breaks and lunchtimes, others are linked with after-school clubs</li> </ul>   | Key stage 2:<br>1a, 1b, 1c<br>2b, 2c, 2d, 2f<br>3e, 3f<br>4a, 4c, 4d, 4e, 4f<br>5a-h   |
|                  | <ul style="list-style-type: none"> <li>■ A major focus on human rights using activities in: <ul style="list-style-type: none"> <li>– unit 5 'Living in a diverse world'</li> <li>– unit 7 'Children's rights – human rights'</li> <li>– unit 8 'How do rules and laws affect me?'</li> <li>– unit 12 'Moving on'</li> </ul> </li> <li>■ Activities from the history and geography curricula</li> </ul>   | <ul style="list-style-type: none"> <li>■ PSHE/citizenship lessons for one term during each of year 5 and year 6. Human Rights Day (an off-timetable day) is celebrated with the wider community in December each year, with displays and activities led by year 5 and year 6 children in partnership with community organisations. Children produce a report for the local newspaper</li> </ul> | Key stage 2:<br>1a, 1b, 1c, 1e<br>2a, 2b, 2c, 2d,<br>2e, 2h, 2i, 2g, 2k<br>3a, 3e, 3f, 3g<br>4a, 4b, 4d, 4e,<br>4f, 4g<br>5a-h |

## **School C**

This school, on a relatively large suburban site, draws the majority of its children from a large local authority housing estate and a new private housing development nearby. There are some difficulties between the two communities, which spill over into school life. The local council is developing community links to try to address the issues, and the school plans to contribute to these by involving the children in relevant projects and initiatives as part of PSHE and citizenship. The school has challenging literacy targets to meet and intends to link PSHE and citizenship provision more closely with work in this area, as well as through other aspects of English. The children will produce a newsletter for parents and plan to incorporate it into a school website as an alternative to a printed version.

One half-hour lesson per week has been allocated to PSHE and citizenship. This enables the children to reflect on activities carried out in other subjects and to record thoughts in a reflections diary. It also allows them to extend discussion and activities started in the literacy hour and other lessons.

There is an off-timetable half-day each term to allow visits and other activities relevant to PSHE and citizenship to take place. A citizenship portfolio is being introduced for the children to take with them to their secondary school as a record of the activities in which they have taken part.

| When?            | What?  | How?   | Aspects of PSHE/<br>citizenship<br>framework  |
|------------------|--|--|---|
| Years<br>1 and 2 | <p>Year 1 focus:</p> <ul style="list-style-type: none"> <li>■ needs and wants</li> <li>■ right and wrong</li> <li>■ fairness and unfairness</li> <li>■ sameness and difference</li> </ul> <p>Year 2 focus:</p> <ul style="list-style-type: none"> <li>■ friendship and other relationships</li> <li>■ people who help us</li> </ul> <p>■ Stories, including traditional ones such as <i>Cinderella</i> and <i>The three little pigs</i>, and other texts from stories and the media, are used with adapted activities from:</p> <ul style="list-style-type: none"> <li>– unit 1 ‘Taking part – developing skills of communication and participation’</li> <li>– unit 4 ‘People who help us – the local police’</li> <li>– unit 5 ‘Living in a diverse world’</li> <li>– unit 11 ‘In the media – what’s the news?’</li> </ul> | <ul style="list-style-type: none"> <li>■ Taking part in discussion and simple debate in English and use of relevant texts and stories in literacy. The half-hour per week PSHE and citizenship sessions are used to develop further discussions relating to literacy texts from a citizenship point of view and to relate them to the school and wider community, and to develop children’s reflection diaries</li> <li>■ Off-timetable half-day for visit from a storyteller and follow-up activities</li> <li>■ Visits to and from the local police – off-timetable half-days</li> <li>■ Book week – all children involved in relevant activities with key stage 2 children; key stage 1 children contribute to a fund-raising event during the week to raise money for a local charity</li> </ul> | <p>Key stage 1:</p> <p>1a, 1b, 1c, 1d<br/>2a, 2b, 2c, 2d, 2e, 2f, 2h, 2i<br/>3a, 3g<br/>4a, 4b, 4d, 4e<br/>5a, 5c, 5d, 5g, 5h</p> |

| When?            | What?  | How?   | Aspects of PSHE/<br>citizenship<br>framework   |
|------------------|--|--|--|
| Years<br>3 and 4 | <p>Year 3 focus:</p> <ul style="list-style-type: none"> <li>■ making healthy, informed choices</li> <li>■ looking after the environment</li> </ul> <p>Year 4 focus:</p> <ul style="list-style-type: none"> <li>■ rights and responsibilities</li> <li>■ resolving conflict</li> </ul> <p>■ Use of relevant literature, poetry, news text and drama, plus selected activities from:</p> <ul style="list-style-type: none"> <li>– unit 1 ‘Taking part – developing skills of communication and participation’</li> <li>– unit 2 ‘Choices’</li> <li>– unit 7 ‘Children’s rights – human rights’</li> <li>– unit 11 ‘In the media – what’s the news?’</li> </ul> | <ul style="list-style-type: none"> <li>■ Reading, writing (including writing in the reflections diary), speaking, listening and drama activities in English lessons and literacy hour plus the half-hour PSHE/citizenship time</li> <li>■ Visits to and from local newspaper – off-timetable half-days</li> <li>■ Half-day drama day with visiting theatre</li> <li>■ Book week – all children involved in relevant activities. Activities involve parents and the wider community for one day and one evening. Children develop articles and take photos of the event, recording how they took part, for the school newsletter for parents</li> </ul> | Key stage 2:<br>1a, 1b, 1c<br>2a, 2b, 2c, 2d, 2f,<br>2h, 2i<br>3a<br>4a, 4b, 4c, 4d, 4e,<br>4f<br>5a–h                             |
| Years<br>5 and 6 | <p>Year 5 focus:</p> <ul style="list-style-type: none"> <li>■ Respecting property</li> <li>■ Keeping safe</li> </ul> <p>Year 6 focus:</p> <ul style="list-style-type: none"> <li>■ Our communities</li> <li>■ Moving on</li> </ul> <p>■ Use of relevant literature, poetry, news text and drama, plus selected activities from:</p> <ul style="list-style-type: none"> <li>– unit 1 ‘Taking part – developing skills of communication and participation’</li> <li>– unit 9 ‘Respect for property’</li> <li>– unit 10 ‘Local democracy for young citizens’</li> <li>– unit 11 ‘In the media – what’s the news?’</li> <li>– unit 12 ‘Moving on’</li> </ul>     | <ul style="list-style-type: none"> <li>■ Reading, writing (including reflections diary), speaking, listening and drama activities in English lessons and literacy hour, plus the half-hour PSHE/citizenship time</li> <li>■ Year 6 drama festival</li> <li>■ Book week – all children involved in relevant activities. Photos, articles and news developed for the school website</li> <li>■ Off-timetable half-days for visits to local council chambers and participation in joint activities with local secondary schools</li> </ul>  | Key stage 2:<br>1a, 1b, 1c, 1e<br>2a, 2b, 2c, 2d, 2e,<br>2f, 2g, 2j, 2k<br>4a, 4c, 4d, 4e, 4g<br>5a, 5c, 5d, 5e, 5f,<br>5g, 5h, 5i |

# Appendix 3: recording the results of whole-school planning

This form can be used to record specific decisions about citizenship provision. It should be used in conjunction with the guidance on developing a whole-school approach.

| <b>Step 1: Citizenship priorities – what children should learn</b>   |  | <b>Step 2: Curriculum context and staff responsibility – where it will be located and who will be responsible</b>  |
|--|--|--|
| <p><b>1 Priorities for citizenship</b></p> <p>How the school will use the flexibility in the framework for PSHE and citizenship to address the specific needs and concerns of the children in the school</p> | <p><b>2 Learning outcomes</b></p> <p>What we want children to know and be able to do as a result of the activity</p> | <p><b>3 Curriculum context</b></p> <p>Where the learning activities will be offered – the best place to achieve the desired learning outcomes, eg discrete citizenship, through subjects, through suspended timetable activities</p> |

Adapted from Appendix 3, Form E in *PASSPORT – a framework for personal and social development* (Gulbenkian Foundation 2000)

## Appendix 4: PSHE and citizenship and teaching about diversity at key stages 1 and 2

The revised national curriculum requires schools to develop a whole-school approach to the creation of policies, practices and curriculum that ensure that **all** children are encouraged to develop and display mutual knowledge, understanding and acceptance.

The Stephen Lawrence Inquiry Report (MacPherson 1999) called for ‘a national curriculum aimed at valuing cultural diversity and preventing racism, to better reflect the needs of a diverse society’. Subsequently the Race Relations (Amendment) Act 2000 proposed that each school in England and Wales should have a specific duty to:

- prepare a written policy on race equality;
- assess the impact of its policies on ethnic minority children, staff and parents, with an emphasis on the attainment of ethnic minority children; and
- monitor the levels of attainment of ethnic minority children and the impact of its race equality policy on children, staff and parents.

### The inclusion statement

The statutory inclusion statement in the national curriculum makes explicit reference to how teachers can enable children to understand and respect cultural diversity, creating effective learning environments in which children appreciate and view positively differences in others, whether these arise from race, gender, ability or disability.

For example, learning environments should be created in which:

- the contribution of all children is valued;
- all children feel secure and are able to contribute effectively;
- stereotypical views are challenged and children learn to appreciate and view positively differences in others;
- all forms of bullying and harassment are challenged; and
- children are able to participate safely in clothing appropriate to their religious beliefs.

The motivation and concentration of all children is secured by:

- using teaching approaches appropriate to different learning styles;
- using, where appropriate, a range of teaching and learning approaches to ensure that learning needs are properly addressed;
- planning work which builds on their interests and cultural experiences;
- planning appropriately challenging work for children whose ability and understanding are in advance of their language skills;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- using assessment materials which are free from discrimination and stereotyping in any form; and
- taking action to maintain interest and continuity of learning for children who may be absent for extended periods of time.

For children who have English as an additional language it is necessary to:

- plan to take account of such factors as the child’s age, length of time in the country, previous educational experience and skills in other languages;

- build on children’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another; and
- use home or first language, where appropriate.

The full inclusion statement, ‘Inclusion: providing effective learning opportunities for all children’, can be found in *The National Curriculum. Handbook for primary teachers in England* (QCA/99/457, [www.nc.uk.net/ld](http://www.nc.uk.net/ld)).

PSHE and citizenship are integral to a school’s equal opportunities policy and its policies on anti-bullying and anti-racism. The following areas of the PSHE and citizenship framework for key stages 1 and 2 relate specifically to teaching about diversity. When planning provision at key stage 1, teachers should build on approaches used to promote inclusion and meet the diverse needs of children in the foundation stage (see *Curriculum guidance for the foundation stage* (QCA/00/587), pages 17–19).

## Key stage 1

During key stage 1, children 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. The PSHE and citizenship guidelines include:

### ***Developing confidence and responsibility and making the most of their abilities***

- 1 Pupils should be taught:
  - a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - b to share their opinions on things that matter to them and explain their views
  - c to recognise, name and deal with their feelings in a positive way.

### ***Preparing to play an active role as citizens***

- 2 Pupils should be taught
  - a to take part in discussions with one other person and the whole class
  - b to take part in a simple debate about topical issues
  - c to recognise choices they can make, and recognise the difference between right and wrong
  - f that they belong to various groups and communities, such as family and school.

### ***Developing good relationships and respecting the differences between people***

- 4 Pupils should be taught
  - a to recognise how their behaviour affects other people
  - b to listen to other people, and play and work cooperatively
  - c to identify and respect the differences and similarities between people.

## **Key stage 2**

During key stage 2, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn about the wider world and the interdependence of communities within it. The PSHE and citizenship guidelines include:

### ***Developing confidence and responsibility and making the most of their abilities***

- 1 Pupils should be taught:
  - a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

### ***Preparing to play an active role as citizens***

- 2 Pupils should be taught
  - a to research, discuss and debate topical issues, problems and events
  - c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
  - e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
  - f to resolve differences by looking at alternatives, making decisions and explaining choices
  - i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
  - k to explore how the media present information.

### ***Developing a healthy, safer lifestyle***

- 3 Pupils should be taught
  - f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

### ***Developing good relationships and respecting the differences between people***

- 4 Pupils should be taught
  - a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
  - b to think about the lives of people living in other places and times, and people with different values and customs
  - d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
  - e to recognise and challenge stereotypes
  - f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

## **The contribution of other subjects**

Subjects such as English, history, geography and RE provide opportunities for children to:

- use role-play and drama activities to ensure equality of access to a diverse range of language and literature;
- see the diversity of human experience and understand more about themselves as individuals and members of society;
- understand that people involved in the same historical event had different experiences and views and developed a variety of different stories, versions and interpretations;
- challenge stereotypical views of countries and understand that all economic development takes place within a global context; and
- focus on common elements, concerns and values in human experience and religious traditions, while appreciating the integrity and distinctiveness of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others. All subject areas can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds, that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made (see Appendix 5).

QCA is developing a web-based project, 'Respect for all', which aims to exemplify the use of the inclusion statement to promote good practice in multicultural and anti-racist education across all curriculum subjects at all key stages. Examples of lessons with an anti-racist theme will be published. All of these ideas could contribute to the school's citizenship provision.

## **Other useful documents and legislation**

### ***The Race Relations (Amendment) Act (2000)***

This Act provides new powers to tackle racism in public authorities. It requires public authorities, for example local education authorities and educational institutions, to take the lead in carrying out their functions, to eliminate unlawful discrimination, and to promote equality of opportunity and good race relations. The Commission for Racial Equality issues codes of practice providing practical guidance for public authorities, to clarify what they must do to comply with the general and specific duties required.

### ***Human Rights Act (1998)***

This Act provides new powers to protect the basic rights of every person in Britain, including in areas such as education and family life. It can be used informally to support negotiation but also enables people to take action in courts in the United Kingdom instead of in Strasbourg. Further information can be obtained from the Home Office Human Rights Unit website and the Citizen 21 website, which also has specific information for schools (see Appendix 8).

***The Office for Standards in Education (Ofsted)***

As part of Ofsted's new inspection framework, which came into effect in January 2000, Ofsted inspections will include an examination of how schools can, for example, cultivate children's personal development – including their spiritual, moral, social and cultural development; promote respect and tolerance; and use resources which reflect sensitivity to different groups, cultures and backgrounds.

***The Commission for Racial Equality (CRE)***

The CRE has compiled a guidance document, *Learning for all*, which sets out standards for race equality work in England and Wales in seven core areas of education. By working towards these standards, schools will ensure that they are implementing the recommendations put forward in the Stephen Lawrence Inquiry Report and that they are fulfilling the requirements of the national curriculum.

***The Disability Rights Commission (DRC)***

The DRC has been established to work towards the elimination of discrimination against disabled people. It opened for business on 25 April 2000. Guidance on the DRC's strategic priorities can be found on its website (see Appendix 8).

# Appendix 5: approaches to teaching and learning

This guidance should be used in conjunction with the units in the scheme of work to assist in more detailed planning of learning experiences.

## Establishing ground rules

At the outset of the activities in the scheme of work, children should discuss, negotiate and agree ground rules for discussion. Once ground rules have been established, children should be reminded regularly of their importance in handling personal and sensitive issues appropriately during whole-class and group discussion. Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other children, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

For example, one year 5 class agreed the following ground rules:

- *We must listen to each other.*
- *Ensure that you make positive comments that help people.*
- *Don't make fun of what people say or do.*
- *Be kind to each other.*
- *Take turns and help each other.*
- *You don't have to say anything if you don't want to.*

## What is the starting point for citizenship?

Children will have some existing knowledge, skills, understanding and beliefs relating to many aspects of PSHE and citizenship. They will have been exposed to parental, family, peer, school, media and community views on different issues and will be aware of a range of related attitudes and values. They will be rapidly developing their own ideas and responses. It is important that teachers are aware of this. Teachers can use children's existing knowledge, skills, understanding and beliefs as a starting point.

For this reason, teachers may wish to begin units or topics with activities that establish what is already believed or known, what misconceptions may be held and those areas where children can draw on relevant real-life experiences.

These methods include:

- group or class brainstorming;
- draw-and-write activities\*;
- responding to and interpreting an incident or story;
- 'graffiti' sheets;
- using photographs and pictures to stimulate discussion – either brought in by children or provided by teachers (use of photopacks or newspapers and magazines may help);
- pupil-to-pupil interviews; and
- a 'round', where each pupil can contribute in turn something they know about a topic.

\*In draw-and-write activities, children are asked to respond spontaneously to an open-ended question by drawing a picture about a particular issue or situation and then writing a sentence or notes explaining the drawing. Children could be asked to draw and write about what they would like to see changed in the playground; draw and write about the things they would like to see improved at lunchtime; draw and write about their local community; draw and write about what they know about Poppy Day. Ideas can be collected before and after the activity to provide evidence of change in knowledge, views or perceptions.

## Group work

The ability to work as a member of different groups is fundamental to citizenship. Teachers should consider in their planning the purpose of children working in groups for specific activities, in order to decide whether children should work in:

- single gender groups or mixed groups;
- groups of mixed ability or selected by ability;
- groups randomly formed or manipulated to ensure that certain children do or do not work together;
- small groups (of no more than four or six children) or larger groups (with eight or ten).  
Should the children move from pairs to fours to eights as part of this process?

Fun activities can be used to arrange the groups. Willingness to work together cooperatively should be included in ground rules. With older children, group members can decide who will make notes, who will report back and who will make sure that everyone has their say. Effective group work ensures that children who do not normally work together have opportunities to do so, ensures that children who are isolated within the class can participate, and provides opportunities for children to experience both leadership and membership and to share responsibility for the outcomes of their group activity.

To aid discussion, children can be given, or develop for themselves, prompt questions such as:

- What do we (think, feel, believe) about ...?
- How can we/will we/should we/do we ...?
- Why do we/should we ...?
- What if ...? What can ...? What will ...?
- Who can help us with ...?
- When do we need to ...?

In group discussions children may adopt the process of **consultation**. In addition to taking turns and listening without criticising each other, they agree not to become attached to their own ideas or suggestions. When an individual puts forward a suggestion, the group takes over the ownership of it, leaving the individual free to join in with discussion through which the idea can be accepted, modified, radically changed or rejected by the group. A vote may be taken if necessary to determine the majority view.

Consultation can:

- ensure that the group maintains unity of purpose;
- prevent stronger personalities from overriding the wishes of the majority;
- reduce the potential for tension arising from a clash of egos; and
- allow less confident group members and more confident or 'popular' group members to feel that they are being listened to equally.

## Jigsaw

A 'jigsaw' activity is when, after a discussion or activity, children in groups number themselves, for example 1 to 4 if there are four in the group. Then all the number 1s from each group join together, all the number 2s do the same, and so on. Each person then becomes a spokesperson for their original group, sharing the results of discussion with the new group.

They can use questions to help to give feedback and share ideas, for example:

- What are the main points from each group?
- What do we all agree on?
- Where do we differ in our views and ideas?
- Why do our viewpoints differ?
- Could we make up a rule or law to apply to the situation to make it fairer?
- What might be the best outcome for all concerned?

The same approach can be used in reverse for the first stages in a discussion, where each member of the 'home group' is allocated an aspect of the project, problem or investigation to research or clarify. They divide into their number 1s, 2s, etc, to discuss their allocated aspect and to share ideas and information. They then return to their 'home group' with the results of these discussions, to put together the 'whole picture'.

## Role-play

Role-play is not about performance or performing – it is a method through which children are able to explore personal and social experience. Role-play is used to explore: how different people behave, in ways that are perceived to be good or bad; different ways of life; having different beliefs; being of different social standing in society; expressing contrasting opinions; and revealing a range of feelings and emotions.

The real learning comes not from the role, but through reflection on the actions of those whose roles they and others are playing. It is very important for the children to think through questions about motives, consequences of actions, effects of circumstance, context and environment and the attitudes of those whom they are playing, and to challenge their own and others' attitudes. Being in role enables children to develop empathy and to practise the skills that they will need in real-life situations.

The teacher's role is to help the children to reflect on what they have learnt, for example about themselves, about others and about being sensitive to the needs of others. This can include individuals and groups within the class for whom the issue explored in role may be personal.

The following questions can be used to support role-play or drama. They should be adapted according to the age and stage of the children:

- What could you say to someone in that situation to persuade him or her to act differently?
- How might that action affect other people, family, friends, school and neighbourhood?
- What should happen to people who do that?
- What would happen if everyone behaved like that?
- Who has power and authority in this situation? Was it used wisely in your opinion?

- Who should decide about that? How? Why?
- How far should these people be treated as equal or different (eg with regard to their needs or level of responsibility)?
- How would things be different if ...?
- What are the rights and wrongs of the situation?

## Circle time

In circle time, children sit in a circle to show that they are all equal and everyone has an equal opportunity to participate and speak. It provides opportunities to explore issues of shared concern, develop relationships, create a sense of belonging and experience silence and reflection. Within agreed ground rules, children speak in turn in response to prompts or a previously agreed agenda (a 'round'). They listen to each other without comment or making judgements. Circle time encourages children to talk positively about themselves and to affirm their achievements. Children are encouraged and enabled to work together to resolve individual and group problems. Conducted in an atmosphere of trust, cooperation and mutual respect, and in conjunction with group work and role-play, circle time develops communication skills and helps to develop confidence and individual and group responsibility.

## Photographs

Photographs are an important stimulus for classroom discussion and should be used in the context of other classroom activities. Photographs from published teacher resources may be used, or from newspapers and magazines where the event to be considered is current. It is important to use good-quality photographs and, where appropriate, to photocopy these for group or whole-class work. The photographs may be used in a variety of contexts. Either children are given information to help them understand and interpret what might be happening, or they may be left to develop their own scenario. Children can develop enquiry questions to help them to explore what is happening in the picture, for example:

- Who might have taken the photo?
- Why was it taken?
- What might have happened before the photograph was taken?
- What could have happened afterwards?
- What is the bigger story behind the photo?

To develop empathy, children can explore the links between their own lives and the events and people in the photographs.

## Cameras

Children can take their own photographs, preferably using a digital camera if one is available. They can begin by discussing in groups what to look out for and then take photographs of real situations, for example to represent evidence of playground rules being followed, or of equal opportunities. If a digital camera is used, children could be involved in editing the photographs – for example to illustrate respect or cooperation. The results can be used to make displays, illustrate school policy documents, and contribute to leaflets or resources for younger children.

## Stories

Story will always have an important place in helping children to consider social and moral issues and to examine their own responses to situations. In so doing, they will clarify their own attitudes and values and learn to respect the values of others where they differ from their own.

Story can also be used to develop children's moral reasoning and to develop the skill of empathy. Through the use of sensitive questioning, children can assess the alternatives, make reasoned choices and develop problem-solving skills. Story can be the basis for circle-time activity and role-play. Stories should be selected according to the lesson objectives, reflecting different cultures, different times, and exploring real and imaginary events. Children should also be allowed to choose stories about the theme being explored.

Questions to support discussion of fiction could include:

- Imagine that you are X. What do you think she/he is thinking? What reason would you give for her/his actions?
- Who was affected by this situation? How? How much does it matter?
- What might it feel like to be in that situation?
- Can you think of a similar situation in real life?
- Was X right to do that?
- Why do you think that was right/wrong?
- How far do you think the character's ideas come from her/his religion, culture, family, friends, own thoughts?
- Can you think of other examples from your own experience?
- How far does what we have been thinking about apply to people in general?
- What kind of community do you/we want?

The resource *You, me, us!*, produced by the Citizenship Foundation, contains useful stories for exploring social and moral responsibility in citizenship.

## Activity weeks

Suspending the timetable and focusing the class or whole school on a single theme for a week can provide opportunities to focus on a particular theme, for example health-related activities, the environment or being an effective community member. Such events can generate enthusiasm and commitment, enabling the children to take part in visits, experience the perspective of external agencies and visitors, and work in partnership with parents and other members of the community.

Requiring extensive planning and coordination, activity weeks can enable in-depth exploration of issues and bring about changes in the culture of a school, while developing and reinforcing skills in children. Each curriculum subject may contribute to the chosen theme. An activity week provides opportunities for children to work in mixed age groups, taking responsibility for their own learning, and experiencing both leadership and membership. Some schools plan their activity weeks as residential experiences.

The outcomes may be recorded on video or digital cameras, written up using word processors or desktop publishing for displaying to the school community and parents, or used for assemblies, art work and drama. Children's achievements are recognised and celebrated in this way.

Examples of activity days or weeks are included in the booklet *Taking part: developing opportunities for children to participate*. For DfES guidelines on health and safety of children on educational visits, see [www.dfes.gov.uk/h\\_s\\_ev/index.htm](http://www.dfes.gov.uk/h_s_ev/index.htm)

## Visitors and outside organisations

Using visitors to the classroom can be an extremely worthwhile and rewarding experience for children. The scheme of work provides opportunities to involve a range of visitors from the community and organisations who have a particular interest in the issues and activities developed in the resource. Visitors may also include children from other schools, for example the schools to which the children will transfer at the end of the key stage. Whoever is involved, however, it is strongly recommended that the use of visitors is in accordance with the school's own agreed policy and procedures for such work.

Teachers should discuss with the children who would be an appropriate visitor to support the work being undertaken. Children should, wherever possible and practicable, write the letters of invitation and agree their own roles and responsibilities in preparing for the visit. Children may also be involved in briefing the visitor as to the nature and purpose of their involvement and in preparing questions they may wish to ask the visitor. The visit should have planned follow-up sessions to establish what has been learnt, and this should be fed back to the visitor.

It is very important that the visitor is thoroughly briefed in advance of their visit, and understands their involvement. Visitors need to know:

- how much time is available;
- how many children are involved;
- the children's age and ability; and
- what equipment and accommodation are available.

The teacher has a responsibility to ensure that, if the presentation promotes a partial view of a controversial issue, the opposing view is presented at some point, to provide a balanced perspective.

Visitors should never be left alone in the classroom to work with children. Their contribution should complement that of the teacher, not replace it. Some organisations have people whose responsibilities include working closely with schools and are very confident, while other visitors may be daunted by the prospect. However, thorough preparation, clear communication and the active participation of children should enhance the experience for all involved.

# Appendix 6: guidance on the teaching of sensitive and controversial issues

## Handling sensitive and controversial issues

Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Other issues likely to be sensitive or controversial include:

- family lifestyle and values;
- physical and medical issues;
- law and order;
- financial issues;
- unemployment;
- environmental issues;
- bullying; and
- bereavement.

However, almost any issue can prove sensitive to specific individuals, whether they are adults or children.

It is important to establish a classroom climate in which children can express reasonable points of view that may contradict those held either by their teachers or their peers. In doing this, teachers should:

- enable children to establish ground rules about how they will behave towards each other in discussion;
- judge when to allow children to discuss issues confidentially in small groups and when to support by listening in to these group discussions;
- ensure that children have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values; and
- ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity.

## Balance

In the teaching of controversial issues there is always a risk of bias, whether unwitting or otherwise. Teachers should include in their citizenship provision activities that enable children to learn how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence, and how to give reasons for what they say and do.

Teachers should seek to avoid bias by:

- trying not to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information;
- encouraging children, where appropriate, to offer alternative or contradictory interpretations of data or other information;
- making clear that they are not the sole authority on matters of ‘fact’ or on matters of opinion;
- helping children to learn to distinguish opinions or other value judgements from facts;
- using the actual claims and assertions as expressed by various interest groups themselves, rather than giving their own accounts of the views of others;
- trying not to reveal their own preferences by facial expressions, gestures, tone of voice, etc;
- opening up opportunities for all children to contribute their views to a discussion, avoiding any implication of preferences by their choice of respondents; and
- challenging a consensus of opinion which emerges too readily.

### **Summary of the statutory requirements**

*The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers. Section 406 of the Act requires school governing bodies, head teachers and local education authorities to forbid the promotion of partisan political views in the teaching of any subject in schools; and to forbid the pursuit of partisan political activities by pupils under age 12 while in school. Section 407 requires them to take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation or opposing views. If anyone has reason to believe that a school is not complying with these requirements, they may make a formal complaint to the governing body under statutory local arrangements for considering complaints about curricular matters. If dissatisfied with the governors’ response they may refer the complaint to the local education authority, in the case of an LEA-maintained school, and, ultimately, to the Secretary of State (in the case of either an LEA-maintained or grant-maintained school).*

The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty are never acceptable in any form.

## **Confidentiality**

Children occasionally make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, that they are engaging in illegal activity or that they have been abused. As there are many circumstances through which teachers may come to possess sensitive information about children, a school policy about confidentiality should be developed to provide guidance for teachers. The following general principles should be considered.

- All members of the school community need to be clear about the rules of confidentiality. Information about children should not be passed on indiscriminately. The headteacher may wish to be informed in all or some circumstances, in which case staff have a contractual obligation to comply.
- Teachers are not able to offer children or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the child or to others, they must pass it on to the appropriate agency where relevant, following the school's child protection procedures.
- Teachers should make it clear to children that it is not possible to keep all information confidential and that it is sometimes necessary to tell someone else. However, the children need to know when this has to happen, what will be done with the information, and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the child. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity, for example. The school's police liaison officer will provide guidance about specific instances.
- The school's policy should clarify if, when and how teachers should communicate information or concerns about children to their parents.
- Where outside agencies and others provide support for the PSHE and citizenship provision, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school and the distinction, in terms of right to confidentiality, must be made clear to the children.
- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Children need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.

# Appendix 7: planning an enquiry into a topical issue or event in citizenship

|                              | Key enquiry questions   | Organising questions  | Notes  |
|------------------------------|---|---|--|
| Deciding what to investigate | <ul style="list-style-type: none"> <li>What do we want to find out about?</li> </ul>  | <ul style="list-style-type: none"> <li>Is it an issue or event in the news?</li> <li>What are the choices of topic?</li> <li>How shall we choose?</li> <li>Why do we want to find out about this issue or event?</li> </ul>   | <ul style="list-style-type: none"> <li>Is the scale local, national or global?</li> <li>Criteria for consideration:               <ul style="list-style-type: none"> <li>– accessibility to, and availability of, information;</li> <li>– likely duration of the issue or event;</li> <li>– pupil interest; and</li> <li>– relevance to the school or curriculum.</li> </ul> </li> <li>Parents, governors and other members of the community could help in making the choice.</li> </ul> |
|                              | <ul style="list-style-type: none"> <li>How can we find out about the issue or event we have chosen?</li> </ul>  | <ul style="list-style-type: none"> <li>Where can we get information?</li> <li>Is the issue or event being covered in the newspapers or in the media?</li> <li>What questions could we ask?</li> <li>How can we find out more?</li> </ul>  | <ul style="list-style-type: none"> <li>Sources include the media, the internet, interviews, books and organisations.</li> <li>Children could interview local people, family and friends about their views.</li> <li>Reference material may be needed, eg a <i>timeline of events</i>, <i>geographical information</i>.</li> <li>This is an opportunity for group work, eg a <i>jigsaw activity</i> (see Appendix 5).</li> </ul>  |
| Finding out about it         | <ul style="list-style-type: none"> <li>Where is the event taking place or where is the issue of concern?</li> <li>What is happening?</li> <li>Why is it in the news now?</li> <li>Who is involved?</li> </ul> | <ul style="list-style-type: none"> <li>What is happening?</li> <li>What is the background to the issue or event?</li> <li>Are the issues to do with wealth or poverty, religion, geographical boundaries?</li> <li>Who is affected by the event or issue?</li> <li>What events in the past have influenced what is happening now?</li> <li>Who has power and influence?</li> <li>What are people doing about it now – locally, nationally, globally?</li> <li>What might happen in the future?</li> </ul> | <ul style="list-style-type: none"> <li>Which local, national or global agencies or organisations are involved and what are they doing?</li> <li>What is the role of the local authority, faith groups, the government, governments of other countries, where relevant?</li> </ul>  |
| Reviewing the investigation  | <ul style="list-style-type: none"> <li>How easy is it to agree on this issue?</li> </ul>  | <ul style="list-style-type: none"> <li>What did we find out?</li> <li>What are our different views on the issue?</li> <li>What do we think now?</li> <li>What do others think?</li> <li>What else do we want to know?</li> </ul>  | <ul style="list-style-type: none"> <li>Consultation with different members of the school and with wider communities may be important here.</li> </ul>  |
| Deciding what to do next     | <ul style="list-style-type: none"> <li>What do we want, or what should we do next?</li> </ul>   | <ul style="list-style-type: none"> <li>Who could do what?</li> <li>What are the options?</li> <li>Will our ideas or recommendations be accepted? If not, why not?</li> <li>Who should we communicate with, and how?</li> </ul>  | <ul style="list-style-type: none"> <li>This is an opportunity for children to participate, to take responsible action and to assume responsibility on behalf of others.</li> <li>Children have the opportunity to develop and sustain an interest in a local, national or global issue.</li> </ul>   |

## Appendix 8: useful contacts and resources

QCA produces *Citizenship & PSHE Update*, which is e-mailed to many LEAs, schools, colleges and organisations and can also be found on QCA's website at [www.qca.org.uk/ca/subjects/citizenship](http://www.qca.org.uk/ca/subjects/citizenship)

Schemes of work for citizenship are available on the DfES Standards website at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

The DfES citizenship website supports the teaching of citizenship by providing a gateway to key information for teachers, pupils, parents and governors. It includes links to citizenship organisations, resources, a teacher training needs identification tool and examples of good practice. The address for this site is [www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)

### Useful organisations

#### ***Association for Citizenship Teaching***

Queensbridge Building  
Albion Drive  
London E8 4ET  
Tel: 020 7241 7418  
Fax: 020 7241 7412

#### ***British Education Communications and Technology Agency (Becta)***

Milburn Hill Road  
Science Park  
Coventry CV4 7JJ  
Tel: 024 7641 6994  
Fax: 024 7641 1418

#### ***Citizenship Foundation***

Ferroners House  
Shaftesbury Place  
Off Aldersgate Street  
London EC2Y 8AA  
Tel: 020 7367 0500  
Fax: 020 7367 0501

#### ***Community Service Volunteers (CSV) Education for Citizenship***

237 Pentonville Road  
London N1 9NJ  
Tel: 020 7278 6601  
Fax: 020 7713 0560

#### ***Council for Environmental Education***

94 London Street  
Reading RG1 4SJ  
Tel: 0118 959 2550  
Fax: 0118 959 1955

#### ***Development Education Association (DEA)***

29–31 Cowper Street  
London EC4A 4AT  
Tel: 020 7490 8108  
Fax: 020 7490 8123

#### ***Drug Prevention Advisory Service (DPAS)***

Home Office  
5th Floor  
Government Office South West  
The Pithay  
Bristol BS1 2PB  
Tel: 0117 922 7997

#### ***Financial Services Authority (FSA)***

FSA Consumer Education  
25 The North Colonnade  
Canary Wharf  
London E14 5HS  
Tel: 020 7676 1000  
Fax: 020 7676 1099

#### ***Hansard Society***

St Philips Building  
LSE  
Sheffield Street  
London WC2A 2EX  
Tel: 020 7955 7459  
Fax: 020 7955 7492

#### ***Institute for Citizenship***

62 Marylebone High Street  
London W1M 3AF  
Tel: 020 7935 4777  
Fax: 020 7486 9212

***Local Government Association***

Local Government House  
Smith Square  
London SW1P 3HZ  
Tel: 020 7664 3000  
Fax: 020 7664 3030

***National Healthy School Standard***

Health Development Agency  
Holborn Gate  
330 High Holborn  
London WC1V 7BA  
Tel: 020 7061 3072

***National PSE Association for Advisers,  
Inspectors and Consultants (NSCoPSE)***

Chair: Jane Lees  
224 Beechcroft Road  
London SW17 7DP  
Tel: 020 8672 1366

***Office for Standards in Education***

33 Kingsway  
London WC2B 6SE  
Tel: 020 7421 6800

***Parliamentary Education Unit***

Norman Shaw Building (North)  
London SW1A 2TT  
Tel: 020 7219 5521

***Personal Finance Education Group (pfeg)***

Centurion House  
24 Monument Street  
London EC3R 8AQ  
Tel: 020 7220 1735  
Fax: 020 7220 1731

***School Councils UK***

57 Etchingham Park Road  
Finchley  
London N3 2EB  
Tel: 020 8349 2459  
Fax: 020 8346 0898

## Citizenship and PSHE documents


| Title, order reference, price  | Available from  |
|--|---|
| Planning, teaching and assessing the curriculum for pupils with learning difficulties<br>QCA/01/749<br>£4.00 | QCA Publications<br>PO Box 99<br>Sudbury<br>Suffolk CO10 2SN<br>Tel: 01787 884444<br>Fax: 01787 312950  |
| Inspecting subjects 3–11   | Office for Standards in Education<br>33 Kingsway<br>London WC2B 6SE<br>Tel: 020 7421 6800   |
| PASSPORT – a framework for personal and social development<br>0 903319 95 0<br>£5.00                         | Calouste Gulbenkian Foundation<br>United Kingdom Branch<br>98 Portland Place<br>London W1N 4ET<br>Tel: 020 7636 5313  |
| Developing a global dimension in the school curriculum<br>1 86192 204 3                                      | DfES Publications<br>PO Box 5050<br>Sherwood Park<br>Annesley<br>Nottinghamshire NG15 0DJ<br>Tel: 0845 602 2260<br>Fax: 0845 603 3360<br>E-mail: dfes@prolog.uk.com |
| National Healthy School Standard: pupil involvement  | NHSS Team<br>Health Development Agency<br>Holborn Gate<br>330 High Holborn<br>London WC1V 7BA<br>Tel: 020 7061 3072   |
| Healthy Schools – the National Healthy School Standard newsletter  | NHSS Team<br>Health Development Agency<br>Holborn Gate<br>330 High Holborn<br>London WC1V 7BA<br>Tel: 020 7061 3072   |

## Useful websites

The DfES citizenship website supports the teaching of citizenship by providing a gateway to key information for teachers, pupils, parents and governors. It includes links to citizenship organisations, resources, a teacher training needs identification tool and examples of good practice. The address for this site is [www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)

QCA recognises that website addresses and contents can and do change, sometimes at very short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stages 1 and 2 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

|  |  |
|--|--|
| Actionaid                                    | Home Office Drugs Prevention                   |
| Advertising Standards Authority              | Advisory Service                               |
| Anne Frank Educational Trust                 | Institute for Citizenship                      |
| Association for Citizenship Teaching         | Landscape Institute                            |
| BBC News Vote 2001                           | Learning through Landscapes                    |
| Becta  | Local Government Association                   |
| British Council Education and Training Group | Media Ed                                       |
| British Film Institute                       | Mediation UK                                   |
| Centre for Alternative Technology            | National Canine Defence League                 |
| Childline                                    | National Consumer Council                      |
| Children's Express                           | National Curriculum Online                     |
| Children's Rights Alliance                   | National Drugs Strategy                        |
| Citizenship Education: the global dimension  | National Healthy School Standard               |
| Citizenship Foundation                       | Nederlands Anne Frank                          |
| Commission for Racial Equality               | Neighbourhood Watch                            |
| Commonwealth Institute                       | Office for Standards in Education              |
| Community Service Volunteers (CSV)           | Education for Citizenship                      |
| Cool Planet                                  | Ordnance Survey                                |
| Council for Environmental Education          | Parliamentary Education Unit                   |
| Crime Concern                                | Peace Child International                      |
| Crimestoppers UK                             | Personal Finance Education Group               |
| Department for Education and Skills          | Qualifications and Curriculum Authority        |
| 'Citizenship'                                | Refugee Council                                |
| Department for Education and Skills          | Regional Arts Board                            |
| 'Don't suffer in silence'                    | Royal Society for the Prevention of Accidents  |
| Development Education Association            | (RoSPA)  |
| Disability Rights Commission                 | Royal Society for the Prevention of Cruelty to |
| Education Business Link Organisations        | Animals (RSPCA)                                |
| Education for Sustainable Development        | Royal Society for the Protection of Birds      |
| Financial Services Authority                 | Schemes of Work                                |
| Food Forum                                   | School Councils UK                             |
| Hansard Society                              | Teachers in Development Education (TIDE)       |
| Home Office                                  | UN Office of the High Commissioner             |
|  | Unicef (section on human rights)               |
|  | WWF Learning                                   |

|  Curriculum and Standards |   |
|--|---|
| <b>Audience</b>  | Teachers of citizenship at key stages 1 and 2, ITT departments  |
| <b>Circulation list</b>  | LEAs, educational libraries, teacher centres and subject specialists  |
| <b>Type</b>  | Guidelines  |
| <b>Description</b>   | This optional scheme of work shows how the citizenship aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2 can be translated into practical plans |
| <b>Cross ref</b>   | <i>The National Curriculum for England</i><br>Lists of useful publications and websites in the <i>Teacher's guide</i>   |
| <b>Action required</b>   | The use of these materials is optional  |
| <b>Timing</b>  | The non-statutory framework for PSHE and citizenship at key stages 1 and 2 came into effect in August 2000  |
| <b>Contact</b>   | See below   |

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**For more information, contact:**

Customer Services, QCA, 83 Piccadilly, London W1J 8QA (tel: 020 7509 5556)  
[www.qca.org.uk/](http://www.qca.org.uk/)

**For more copies, contact:**

QCA Publications, PO Box 99, Sudbury, Suffolk CO10 2SN (tel: 01787 884444; fax: 01787 312950)

**Price and order ref:** £25 QCA/02/877

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This scheme of work is also available at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

Further information and guidance to support the teaching of citizenship is available at  
[www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)

