

Overview

This document has been prepared by ACT to support the revised National Curriculum for Citizenship in secondary schools, from September 2014.

The left hand column contains the statutory teaching requirements taken from the DFE programmes of study for Citizenship at key stages 3 and 4. The right hand column contains guidance and explanatory notes to help teachers understand what is required and to aid their curriculum planning.

National Curriculum Programmes of Study for Citizenship at key stages 3 and 4	ACT Guidance and explanatory notes
<p>DFE Overarching Curriculum Aims The national curriculum provides pupils with:</p> <ul style="list-style-type: none"> an introduction to the essential knowledge that they need to be educated citizens 	<p>Citizenship supports the Overarching Curriculum Aims</p> <ul style="list-style-type: none"> Without the Citizenship curriculum and engagement with ‘live’ political knowledge the ambition to provide the ‘essential knowledge’ pupils need to be educated citizens would be sorely weakened.
<ul style="list-style-type: none"> introduces pupils to the best that has been thought and said; and 	<ul style="list-style-type: none"> ‘The best that has been thought and said’ includes an understanding of the active, democratic process supported by appropriate theoretical and philosophical insights.
<ul style="list-style-type: none"> helps engender an appreciation of human creativity and achievement. 	<ul style="list-style-type: none"> ‘Human creativity and achievement’ includes those who have fought so hard for democracy, human rights and ‘precious liberties’ and have had the creative imagination to envision better, diverse and cohesive worlds.
<p>The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.</p> <p>(DFE National Curriculum for England: Framework for key stages 1 to 4, 2013)</p>	<p>Citizenship continues to have a unique and distinct role in supporting the overarching curriculum aims. Citizenship has a role both as a subject and in contributing to school and community life by developing knowledge, skills and understanding and giving pupils the experiences they need to play a full and active part in democracy and society.</p> <p>These overarching curriculum aims are set out in the DFE framework for the National Curriculum available at</p>

	https://www.gov.uk/government/collections/national-curriculum#curriculum-by-key-stages
	<p>General note</p> <p>It is important to remember that the whole of the programme of study is statutory. This means schools need to consider each section including the Purpose of study, aims, attainment target, preamble to each key stage, and subject content for key stage 3 and 4 when planning their provision.</p>
<p>Citizenship Purpose of study</p> <p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.</p>	<p>Citizenship Purpose of study</p> <p>This statement sets out what the National Curriculum subject of Citizenship is for and why it is essential for every pupil to study it. It includes skills as well as knowledge.</p>
<p>Aims</p> <p>The national curriculum for citizenship aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government ● develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced ● develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood ● are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs 	<p>Aims</p> <p>These are the goals for the subject of Citizenship. They highlight key areas of learning and what pupils are expected to acquire in terms of knowledge, understanding and skills.</p> <p>The aims describe what pupils should be able to do as positive contributors to democracy and society who are able to think critically, debate and reflect on political questions. This critical thinking should result in informed political action for the common good.</p>
<p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study.</p>	<p>Attainment targets</p> <p>In the past attainment targets have been described as level descriptions that set out what pupils were expected to know, understand and be</p>

	<p>able to do when they reached different standards. This is no longer the case.</p> <p>Schools should continue to assess progress and attainment by assessing how well pupils have developed the knowledge, understanding and skills set out in the programme of study. Some clear indications of the standards expected are illustrated.</p> <p>For example:</p> <ul style="list-style-type: none"> • by the end of key stage 3 pupils should be able 'to research and interrogate evidence, debate and evaluate viewpoints and take informed action' • by the end of key stage 4 pupils should be able to 'use a range of research strategies, weigh up evidence, make persuasive arguments and evaluate the different ways that citizens act together to solve problems'. <p>Further guidance and training on assessment and progression is available from ACT.</p>
<p>Key stage 3</p>	
<p>Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.</p> <p>Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.</p>	<p>This section clearly establishes two dimensions which should underpin all Citizenship teaching:</p> <p>(a) Concepts</p> <ul style="list-style-type: none"> (i) Democracy and government (ii) Rights and responsibilities <p>In addition ACT recommends a third concept, which underpins the study of democracy and the rule of law in pluralistic societies</p> <ul style="list-style-type: none"> (iii) Fairness and justice <p>(b) Skills</p> <ul style="list-style-type: none"> (i) Critical thinking and enquiry (ii) Debate (iii) Informed action
<p>Pupils should be taught about:</p>	<p>ACT has produced topic briefings for some aspects of the knowledge set out below, please refer to the ACT website for these additional resources.</p>

<p>a. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p>	<p>The development of the political system should not simply focus on the historical development of parliamentary democracy in the UK, which is often addressed in history teaching. Development should include exploring the current issues and ongoing changes e.g. in relation to parliament and devolved government in Scotland, Northern Ireland and Wales; local government; law making; who has the right to vote; and the roles of parliament, citizens and the media in holding those in power to account.</p>
<p>b. the operation of Parliament, including voting and elections, and the role of political parties</p>	<p>The role of political parties should be explored in the round so that pupils are introduced to the different roles of parties and party members in shaping party policy, supporting party campaigns, as well as the role of parties in governing and providing responsible opposition. Teachers should ensure that approaches are impartial and balanced over time.</p>
<p>c. the precious liberties enjoyed by the citizens of the United Kingdom</p>	<p>Precious liberties or the rights and freedoms of people who live and work together in the UK is a starting point for teaching about human rights more broadly. These rights may also be held by non-citizens in the UK. They may also be derived from international agreements.</p>
<p>d. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>	<p>Engaging pupils in issues relating to the youth justice system and how the law accommodates the different needs of young people and different groups is key to teaching about the law, justice system and fairness in society.</p>
<p>e. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p>Public institutions include organisations such as parliament, the courts, hospitals and schools. Pupils can explore the role of the welfare state and evaluate different political perspectives on how this role should be developed in the future. Voluntary groups include political movements, campaigns and others who provide support, service or a voice for different groups in society. Participation in school-based activities should provide each pupil with opportunities to develop skills of active citizenship through working with others to change, challenge or promote an issue of concern to them. The issues may be local, national, international or global which can be facilitated by working with external visitors who come to the school.</p>

<p>f. the functions and uses of money, the importance and practice of budgeting, and managing risk</p>	<p>Functions and uses of money includes how money is used in society in public and personal contexts. Financial education should critically explore issues facing different groups in society and the extent to which inequalities can be overcome and risks managed.</p>
<p>Key stage 4</p>	
<p>Teaching should build on the key stage 3 programme of study to deepen pupils’ understanding of democracy, government and the rights and responsibilities of citizens.</p> <p>Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p>	<p>This section emphasises the two dimensions which should continue to underpin all Citizenship teaching:</p> <p>(a) Concepts</p> <ul style="list-style-type: none"> (i) Democracy and government (ii) Rights and responsibilities <p>In addition ACT recommends a third concept, which underpins the study of democracy and the rule of law in pluralistic societies</p> <ul style="list-style-type: none"> (iii) Fairness and justice <p>(b) Skills</p> <ul style="list-style-type: none"> (i) Critical thinking and enquiry (ii) Debate (iii) Informed action
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a. parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press 	<p>This builds on KS3a, b & d.</p> <p>These elements appear together because they are all essential dimensions of a democracy. Teaching should emphasise the nature of the connections between elements of the constitution and political system, e.g. by considering how checks and balances operate and how each institution / group contributes to democracy.</p>
<ul style="list-style-type: none"> b. the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond 	<p>This builds on KS3b.</p> <p>There are many ways to conduct democratic elections, each with distinct advantages and disadvantages. Each includes a strategy for expressing individual voter preferences, counting those votes and translating the votes into an election result. Comparisons between different systems can deepen appreciation of the importance of voting and the nature of democracy.</p>
<ul style="list-style-type: none"> c. other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom 	<p>This builds on KS3a & b.</p> <p>The knowledge gained in KS3 can be used as a baseline for comparisons with other examples. This provides an opportunity to clarify the</p>

	different ways in which democracy is interpreted and to deepen appreciation of the nature of democracy and justice.
d. local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	This builds on KS3a & d. Local, regional and devolved government in the UK are essential aspects of understanding citizenship and government. The international and global dimension illustrates the nature of interdependence and can be taught in relation to specific global issues such as climate change, conflict and human rights.
e. human rights and international law	This builds on KS3c & d. International human rights agreements, tribunals and reporting mechanisms provide an international framework within which rights are developed and promoted. They also influence the ways in which the UK government (as a duty-bearer) may act at home and abroad. These areas are constantly developing and can provide a framework for teaching about international issues.
f. the legal system in the UK, different sources of law and how the law helps society deal with complex problems	This builds on KS3d. The law derives directly from acts of parliament and from common law. The courts are therefore active in creating and interpreting the law, not simply implementing it. This enables the legal system to contribute to the solution of complex problems such as the extent to which individuals have a right to privacy, the extent to which whistle-blowers can share government information or the extent to which local communities can block planning permission for wind farms.
g. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	This builds on KS3c. The UK is a diverse society that requires a pluralistic form of democracy that accommodates differences (e.g. religious institutions) within a shared framework (e.g. equalities legislation). For many in the UK, identity is not fixed and unitary but increasingly multiple and related to context. This area provides pupils with the opportunity to think about the relationship between the individual and the community / communities and the nature of freedom, tolerance and mutual respect.
h. the different ways in which a citizen can contribute to the improvement of their community, to include the	This builds on KS3e.

<p>opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	<p>Pupils should be provided with opportunities to build on their KS3 active citizenship experiences in order to develop their skills of informed action. The introductory statement to KS4 indicates the emphasis should be on forms of collective action.</p>
<p>i. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>	<p>This builds on KS3f. Although KS3 places an emphasis on the personal aspects of financial decision-making, KS4 indicates this can only be fully interpreted through a recognition that individuals make these decisions in a wider public policy context. It is this which provides the distinctively Citizenship perspective on personal finance - acknowledging the importance of collective decisions, providing opportunities to explore public interest issues relating to money and making links between private matters and our role as public citizens.</p>