

Strategic Plan 2024-2030



WELCOME FROM HONORARY PRESIDENT, LORD BLUNKETT OF BRIGHTSIDE

The role of those teaching Citizenship is fundamental to the success of all children in their learning and lives, as well as reinforcing a functioning democracy. The subject of Citizenship develops essential knowledge and understanding of how we live together, an appetite for engagement with politics and practical skills to work together to take citizenship actions forward.

The Association plays a critical role working with teachers nationally and influencing policy to develop, support and promote the high-quality Citizenship education that every child should receive. There is still much to do. This new strategic plan will help us to get there.



The need for effective Citizenship education has never been greater in this volatile, uncertain, complex and ambiguous world we live in. Young people need the knowledge, skills and understanding embodied in the Citizenship curriculum to enable them to become democratic citizens and acquire this through the expertise of great teachers. We must become more effective and sophisticated in enabling young people to make sense of the vast amount of content freely available to them, weighing up the evidence that supports the claims that those in societies make. We also need to develop oracy skills, so that young people are confident in articulating their informed opinions and challenging those who seek to deceive.

Marcus Bhargava, Chair of Trustees

ACT'S VISION AND MISSION

Our vision

“Our vision is for all young people to be active, informed citizens, equipped through effective Citizenship education with the knowledge, skills and experience to participate in and shape a strong and vibrant democracy based on equity, fairness and justice.”

Our mission

“To improve and advance the quality of Citizenship education in schools and other education settings so that it is accessible to everyone.”

OUR VALUES

ACT's values are embodied in the way in which we work: we are **open, democratic, collaborative** and **ethical**. With equality and justice at the heart of what we do, we work efficiently to make the best of scarce resources in the interests of members and the wider community. We are inclusive and seek strong and lasting relationships with like-minded organisations.

PURPOSE OF ACT

ACT is the recognised subject association and professional body for teachers and everyone involved in Citizenship education. We support and strengthen the teaching of Citizenship education and promote wider public understanding of the subject of Citizenship, including through the publication of research.

Our work is focused on our long-term strategy to embed high-quality Citizenship curricula in schools and colleges, as the only effective and systematic way to try to ensure that every child and young person receives good Citizenship education.

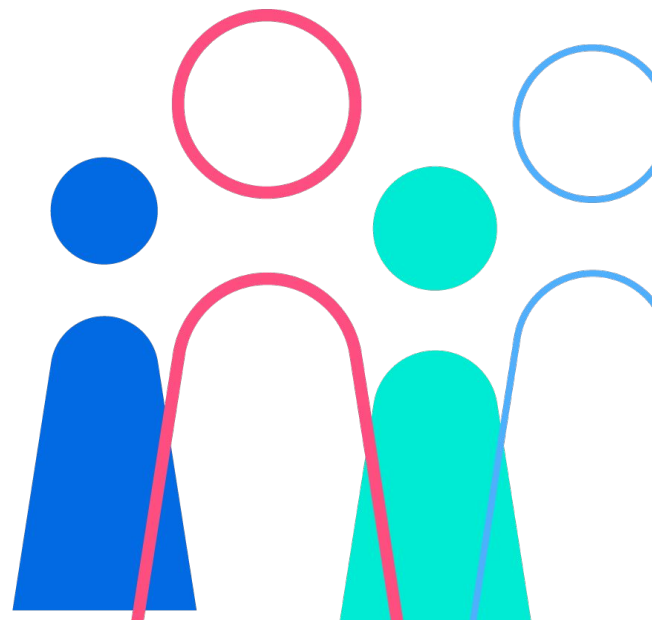
We do this through our membership, offering a range of products, services and projects that enhance subject knowledge and teaching expertise. These include high-quality continuing professional development training courses and access to professional networks and conferences. We also disseminate research, guidance and teaching practice in our journal *Teaching Citizenship* and on our website.

OUR HISTORY

The Association for Citizenship Teaching (ACT) was founded in 2001 by Professor Sir Bernard Crick and representatives of key organisations from the Citizenship subject community. This followed the announcement that Citizenship would be introduced as a statutory national curriculum foundation subject to be taught in secondary schools in England from 2002. The formation of ACT was part of a wider plan to introduce the necessary infrastructure to support the teaching of Citizenship and democracy in schools. David Blunkett, then Secretary of State for Education and the driving force behind the citizenship initiative, is now the President of ACT. Our work is a vital contribution to achieving the vision of the Advisory Group chaired by Professor Sir Bernard Crick, which stated:

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

(Crick Report, 1998)



WHAT IS CITIZENSHIP EDUCATION?

Citizenship is a curriculum subject that develops the knowledge, skills and understanding that young people need to play a full part in society as confident, active and empowered citizens. Pupils learn about democracy, power, politics, Parliament, government and voting. Additionally, they learn about human rights, justice, the law, identities, communities and diversity. Topics such as media, information and digital literacy, climate change and sustainability, financial and economic education and the role of the UK in the wider world are also included.

Through study, they also learn the skills of investigation and critical thinking, debating and deliberation, collaboration and negotiation, and using their knowledge and skills as they undertake different forms of citizen action (active citizenship), aimed at improving the world around them. [Political literacy](#) is developed alongside the skills of [active citizenship](#). Teaching is brought to life using real issues, problems and events, in local to global contexts.

CITIZENSHIP EDUCATION ACROSS THE UK

In the UK, education is [devolved](#) to the separate legislatures and executives in Scotland, Wales and Northern Ireland. This means that there are different arrangements for Citizenship education and what must be taught in each jurisdiction.

In England, Citizenship is a subject in the school curriculum, and teaching requirements are set out in statutory Key Stage 3 and Key Stage 4 programmes of study in the [national curriculum](#) for secondary schools, and as a national programme of study that is non-statutory but expected to be followed in primary schools. Local and Global Citizenship is a statutory part of the [Learning for Life and Work](#) Area of Learning in Northern Ireland. In Scotland, Citizenship is a non-statutory cross-cutting theme, with aspects such as democracy taught in the [Social Studies](#) Area of Learning. In Wales, Citizenship must be addressed through the four purposes of the curriculum, as a cross-curricular aspect of education embedded in the Areas of Learning and Experience (AoLE) and, in particular, the [Humanities AoLE](#), which encompasses the subject of Social Studies.

Qualifications are available in the form of GCSE Citizenship Studies in England, GCSE Learning for Life and Work – which includes Global Citizenship and GCSE Politics – in Northern Ireland, and Modern Studies at National, Higher and Advanced Higher levels in Scotland, while a new Social Studies GCSE is being introduced in Wales, which includes core elements of Citizenship.

THEORY OF CHANGE

THE NEED FOR CITIZENSHIP AND DEMOCRACY EDUCATION

Children and young people are growing up in a complicated world, where technological, political, social and environmental change is affecting us all. Many are concerned about the future and find it difficult to navigate the many forms of information and media that they access. Some feel excluded and question whether our political system and democratic values are working for them, and what life for them and their communities will be like in the future, raising matters of wellbeing, identities, belonging and connection.

Citizenship is an essential curriculum subject that aims to build democratic engagement and resilience to false and misleading information, by developing political knowledge and practical digital and active citizenship skills. Citizenship teaches children and young people about how democracy, politics and law work in practice and develops an understanding of how society has developed and is changing. Citizenship helps young people to make sense of the world around them, by giving them the concepts and knowledge to think critically about challenging political and social issues and the space to explore difficult and sensitive topics. The subject builds understanding, critical literacy and practical skills to think, question, explore and debate, to speak out on issues of concern and act with others to address problems and contribute positively to democratic life.



After its introduction to the English national curriculum in 2002, the subject was well on its way to becoming established in schools. However, shifts in education policy, particularly after 2010, have seen a significant reduction in the number of students receiving Citizenship teaching. Schools were encouraged to focus on core academic subjects, which excluded Citizenship, and there has been an increase in the numbers of schools that are academies and therefore do not have to follow the national curriculum if they choose not to. In 2024, almost 22,000 students took the GCSE in Citizenship Studies; however, this is a reduction from when a short-course GCSE qualification was available, which resulted in more than 94,000 students attaining the qualification in 2010. The Citizenship teaching workforce has also reduced. DfE workforce statistics show that numbers of Citizenship teachers and the amount of teaching time given to the subject have halved in the past 10 years.

CITIZENSHIP RECENT DEVELOPMENTS AND CONSIDERATIONS

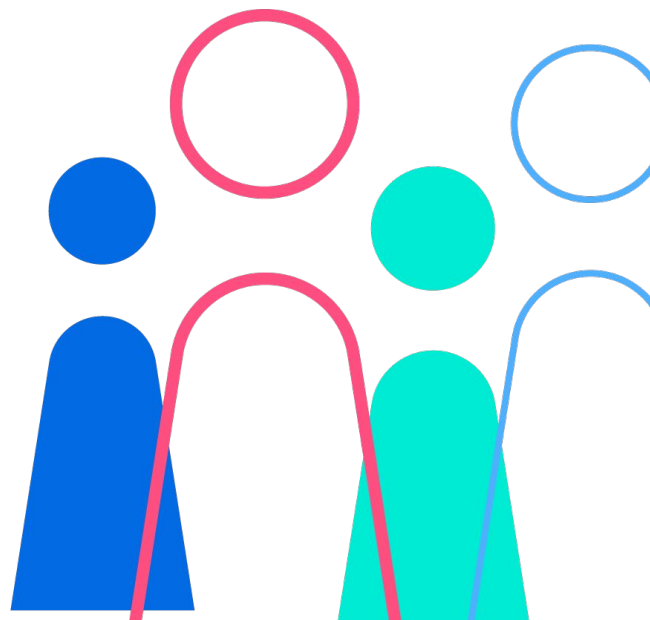
In recent years, there has been a renewed focus on how schools provide a broad and balanced curriculum that prepares all young people for life in modern Britain, along with the role of education in strengthening democracy. Policy and inspection processes have also encouraged schools to have a deeper consideration of the purpose of their curriculum.

Until very recently, public discourse has lacked a much-needed ‘big conversation’ about the aims and purpose of education and what type of society we are preparing young people to be part of, as active and informed citizens. In turn, we need a more informed debate about what learners should learn by the time they complete compulsory education and training.

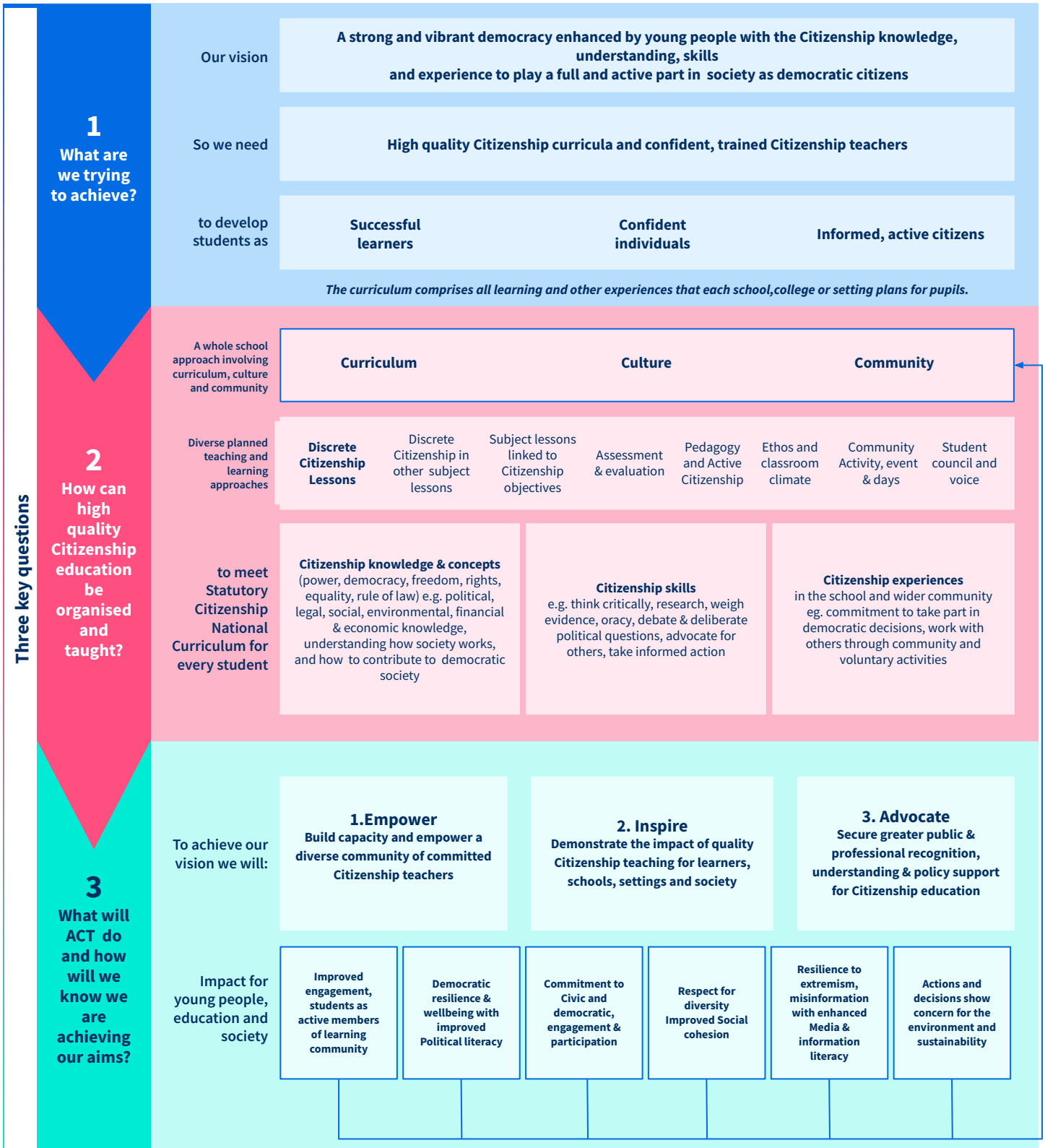
It is in this context that the debate should also consider the power of Citizenship education in providing a ‘democratic shield’ against the many negative forces in society – particularly the effects of digital and social media – that can affect young people’s sense of identity, wellbeing, connection and belonging. Additionally, the debate should focus on the relevance of Citizenship education in a UK context, where young people’s voting rights have been revolutionised for some elections in Scotland and Wales, and where the voting rights of young people in England continue to be debated.

How ACT supports often time-poor teachers with variable levels of subject knowledge over the short, medium and longer term will thus be critical. We will be considering the role of primary education, alongside secondary and post-16 education and training, so that we support the diversity of the Citizenship teaching community. Consideration of recent debates about the need for a greater focus on sustainability and climate education, the power of digital technologies (including the potential role of artificial intelligence, as both a force for good in a democratic society and in education) and the ongoing struggles for rights, social justice and equity for all will influence decisions about the content and skills necessary to explore these issues.

During the next five years, there are likely to be further education reforms in parts of the UK, as well as political, social and economic change and continuing challenges in the neighbourhoods and communities of many schools and colleges. Considerable work is necessary to ensure that every child receives high-quality Citizenship teaching as an entitlement in the curriculum and that the curriculum on offer is fit for the future.



ACT: OUR THEORY OF CHANGE



ACT: OUR THEORY OF CHANGE

AIM

If we want a strong and vibrant democracy, where every young person develops as confident, active and empowered citizens who can play a positive role in society, bring about change in the world around them and contribute to a more equal, fair and just society for all, then we need to ensure that every child has a good-quality Citizenship education, and that this is seen as an entitlement for all children, wherever they learn.

ACTION

We find Citizenship education at its best in schools and colleges where the subject is valued and the conditions for successful and innovative Citizenship teaching and learning are in place – which we refer to as the three Cs of Citizenship. This is where Citizenship is deeply embedded in the **curriculum**, **culture** and **community** of schools and colleges:

- A rigorous, well-planned Citizenship **curriculum** with regular teaching time is taught by trained Citizenship teachers.
- Citizenship is at the heart of the **culture** of the school or college, supported by the leadership team, and students have regular opportunities for taking part in active, democratic citizenship and contributing to school or college life and decision-making.
- Citizenship inspires positive relationships with the wider **community**, which is actively involved in supporting the school or college in achieving its civic mission and involved as contributors to the Citizenship education offered.

Our work is designed to create and support the conditions in which Citizenship education can flourish in more schools and colleges.

IMPACT

Our work focuses on building a community of practice, through teachers and educators who develop the subject knowledge, pedagogy and repertoire of practice. They inspire, motivate and challenge children and young people to learn and achieve their best in Citizenship and develop as confident, active and empowered citizens.

OUR WORK TO IMPROVE CITIZENSHIP EDUCATION

ACT has established itself as the voice for Citizenship education, representing teachers and other educationalists in England and beyond. At the time at which Citizenship was introduced into the national curriculum, ACT was supported with direct funding from the Government and indirect funding through Government support for all Citizenship teacher trainees.

Over the past decade, the environment for Citizenship education has been challenging. However, ACT continues to punch above its weight. We are successful in influencing policymakers and education leaders, and provide a range of professional development and support services, including a well-respected journal, *Teaching Citizenship*, and national conferences.



OUR WORK WITH SUPPORTERS AND PARTNERS

We work with a range of long-term supporters and partners to do our work:

We **advise** Government departments, local authorities and schools on all aspects of Citizenship policy and practice, including the Department for Education, Home Office and Welsh Government.

We **deliver** the Five Nations Network Programme, funded by the Gordon Cook Foundation, which brings together Citizenship teachers, educators, academics and policymakers from across England, Ireland, Northern Ireland, Scotland and Wales.

We **collaborate** with others, including the Parliament Education and Engagement Service, to support Citizenship and democracy education – for example, as a Parliament Week partner.

We **quality-assure** Citizenship education resources, such as those from other charities and publishers, including Hodder Education.

We **develop and disseminate** resources, working with the Government and organisations such as the Home Office fraud prevention team, the Electoral Commission and the Joseph Rowntree Charitable Trust.

We **train and support** existing teachers with continuing professional development, and new Citizenship teachers working alongside teacher training providers and national bodies.

We **campaign with others to influence policy** and secure resources to support Citizenship education, as members of the Chartered College of Teaching, the Council for Subject Associations and the Media and Information Literacy Alliance and alongside All-Party Parliamentary Groups on Political Literacy, Media Literacy and Financial Education.

We **publish research**, including from our own National Citizenship Education Study in collaboration with Middlesex University and in our journal *Teaching Citizenship*, to share impact, best practice and the latest thinking on curriculum, pedagogy and teaching.

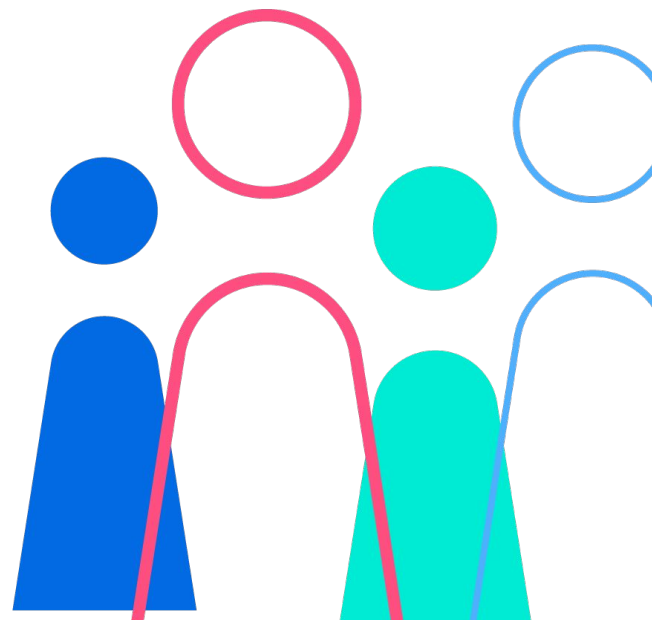
OUR GOVERNANCE, VOLUNTEERS AND STAFF

The Board of Trustees sets the strategic direction for ACT and has legal responsibility for its actions, working closely with Council and staff.

ACT's work is informed by teachers and members, particularly those who serve on ACT Council and who act as Teaching Ambassadors, sharing their expertise and practice with others. ACT Council is a group of 20 volunteers from different schools and colleges, as well as initial teacher education and academia, who meet regularly to discuss ACT's work and shape our programmes. The Council has a Chair and Vice Chair, who are both teachers, and the Chair is also on the Board of Trustees.



ACT has a small core staff, led by a Chief Executive and supported by a group of associate consultants and ACT Council and Teaching Ambassadors. This gives the organisation flexibility to respond to changing demands. The staff team includes two part-time researchers, who work with Middlesex University on our Active Citizenship in Schools Programme and National Citizenship Education Study.



OUR IMPACT

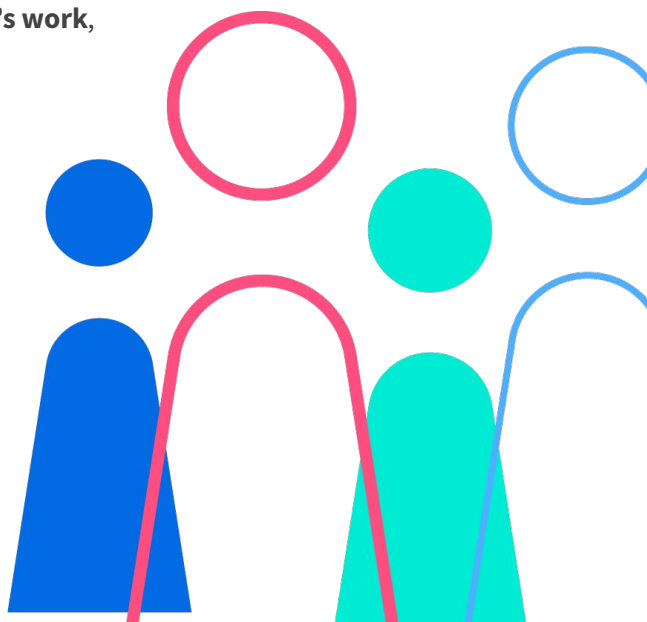
We support thousands of teachers to help children and young people to engage in real political and social issues in schools and colleges across the country and beyond.

INFLUENCING POLICY FOR CITIZENSHIP IN THE UK AND BEYOND

ACT was founded at a time when Citizenship education was centre-stage in Government policy. Since that time, there has been less consistency in how the subject of Citizenship is supported and resourced. This has affected school leaders' attitudes to the subject, teacher supply and uptake of qualifications.

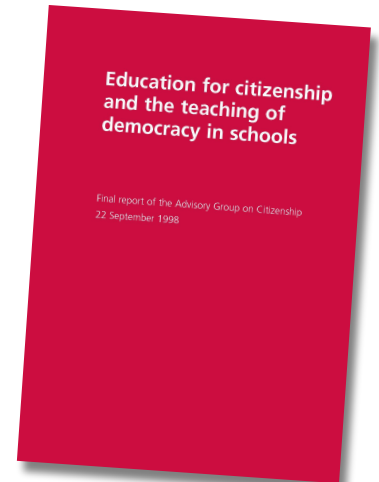
ACT has worked to influence and inform governments and other decision-makers to promote initiatives to support the subject and mitigate policies that threaten the status of Citizenship education. In the period 2018–23, we:

- **pressed for national government policies and resources to support Citizenship as a national curriculum subject** in secondary education, the GCSE Citizenship Studies qualification and primary education. For example, we influenced the way in which the DfE and other Government departments such as the Home Office reflect Citizenship education in key policies, such as the Fraud Prevent Strategy, and in guidance for schools on online safety.
- **developed innovative curriculum design models** for Key Stage 3 and Key Stage 4, new toolkits to support active citizenship and new pedagogical approaches in the form of our Deliberative Classroom Project and our Parallel Elections Project, as well as new guidance on key topics such as political impartiality, media and information literacy, and teaching sensitive and controversial issues.
- **expanded our consultancy offer** to provide specialist advice and undertake commissioned projects for organisations such as the Electoral Commission, the Welsh Government and funded projects that advance citizenship with support from the Joseph Rowntree Charitable Trust.
- **improved the range and quality of ACT's offer** of professional development and training, high-quality teaching resources, and networks for those who are new to the subject and for existing and more experienced teachers.
- **maintained and extended ACT membership** and launched a brand new website in 2022, along with new school and organisational membership packages. We have improved the quality and extent of our data and customer relationship management system and implemented new approaches to communication and digital marketing.
- **stabilised our financial position** through new grant funding, including an important four-year programme and research grant that has enabled us to extend our impact.
- **established new relationships that bring continuity to ACT's work**, such as through our work with the Council of Europe, as part of the Salzburg Global Seminar Fellowship and with organisations such as Skills Builder, alongside our existing relationships and work, including leading the Five Nations Network Programme for Citizenship and Values education.



LOOKING TO THE FUTURE OF CITIZENSHIP

In 2023, we marked 25 years since the Crick Report, which led to Citizenship being introduced as a subject in the national curriculum in England and coincided with the development of Citizenship education in Scotland, Northern Ireland and Wales. The anniversary provided an opportunity to consider where Citizenship education goes next and to restate the arguments for why Citizenship is needed now more than ever in our schools and colleges. In 2023, we set out [Five Big Ideas for Citizenship](#) to stimulate a public conversation about the value of Citizenship education and how to strengthen the subject in the future. Since then, we have distilled four key priorities that will guide our future work.



1. DEMAND A HIGH-QUALITY, STATUTORY CITIZENSHIP CURRICULUM FOR EVERY LEARNER

Citizenship education should not be the privilege of a few but an entitlement for all learners, regardless of background. The subject provides an invaluable opportunity for students to critically evaluate, discuss and investigate contemporary political and social topics that relate to climate education, media and information literacy, equality and diversity. During the last curriculum review in England back in 2013, some of the core content in Citizenship was removed and the subject's intellectual and conceptual weight was reduced. We will seek a rebalancing of the secondary national curriculum for Citizenship to ensure that the core concepts, knowledge and skills are made clearer, so that teachers understand the standards expected.

Primary-aged children want to talk about the big issues of the day and deserve to benefit from Citizenship education. An update is needed to bring primary Citizenship into the 21st century through a statutory programme of study, and to provide a secure basis for developing secondary Citizenship. Levelling the playing field for public qualifications through the immediate removal of the EBacc measure used in performance tables would help to ensure that schools are incentivised to provide breadth, balance and depth across the curriculum, including through GCSE Citizenship Studies at Key Stage 4 and other qualifications that recognise achievement in the subject.

2. REINVIGORATE THE TEACHING COMMUNITY THROUGH CITIZENSHIP

We want to increase the emphasis on Citizenship as a curriculum subject that has the potential to reinvigorate, remotivate and retain our teachers, but these teachers need highly developed skills to provide effective and impartial teaching about political issues. In recognition of this and the fact that Citizenship education links with wider school and community life and the development of active citizenship, we are calling for a national approach to ensure that more teachers have the necessary training to become subject specialists. We will continue to support a diverse teaching community with professional development, training, resources and networks.

3.

STRENGTHEN THE QUALITY OF CITIZENSHIP THROUGH IMPROVED EVALUATION AND ACCOUNTABILITY

In order to demonstrate the value of Citizenship, we will continue to publish research on the impact of the subject through our journal and website. We will seek to work in collaboration with those undertaking Citizenship research within the UK and beyond. We seek improvements in how schools are held to account, such as through inspection of the quality of education to ensure that high-quality Citizenship is valued and publicly reported, and in how attainment is reported, such as in performance tables and datasets from the DfE.

4.

PROMOTE DEMOCRATIC, ACTIVE CITIZENSHIP IN EVERY SCHOOL AND SETTING TO HELP TO BUILD A MORE INCLUSIVE SOCIETY

We want every school and setting to develop a democratic culture that values diversity and develops informed, responsible and active citizens. This needs to be supported by ethical leadership and governance that involves learners in decisions that affect them and provides opportunities to take on leadership and responsibility. We will work to build understanding among leaders and those involved in school and setting decision-making. Every school and setting should be required to prioritise democratic culture as part of improvement and development planning and be accountable to this through governance and school inspection and evaluation.



SUPPORTING OUTSTANDING CITIZENSHIP TEACHING

Citizenship teachers need a particular skill set. Their subject knowledge must be deep and constantly updated. They must be adept at dealing with the contemporary issues that young people raise. Through its advice, our journal *Teaching Citizenship*, CPD, conferences and projects, ACT supports and shares best practice. We support thousands of teachers to help children and young people to engage in real political and social issues in schools and colleges across the country and beyond.

The following examples illustrate the impact of our work with a diverse range of teachers, schools, colleges and students, to support the development of outstanding Citizenship across the country.

CASE STUDIES

1. CASE STUDY: HIGHLANDS SCHOOL – A BEACON OF CITIZENSHIP EDUCATION

Highlands School in Enfield exemplifies excellence in Citizenship education, integrating core values of determination, aspiration, respect and equality (DARE) into its curriculum. The Citizenship department engages students in democracy through digital surgeries with politicians, mock elections and a popular debating club. These activities cultivate critical thinking, communication skills and active participation in both the school and the wider community. Students benefit from trips to political institutions like Westminster, gaining first-hand insights from political figures. As an ACT ambassador, Highlands' Citizenship lead also supports other schools, contributing to national CPD and resource development.



2. CASE STUDY: RACHEL BURLTON – TRANSFORMATIVE CITIZENSHIP TEACHING

Rachel Burlton, from Mulberry School for Girls, exemplifies innovation in Citizenship education. Her tailored curriculum engages students with experiential learning, including a Year 7 'desert island' democracy project and a Year 9 simulated Youth Court, where students deliberate real cases. Rachel's Year 11 'Taking Citizenship Action' project empowered students to lead school-wide initiatives for Women's History Month, including assemblies and an art exhibition. Her former students, now at university, credit Rachel's teaching for their deeper understanding of political participation, with one noting that "Everything we learned had real-life relevance", shaping their views on civic responsibility.



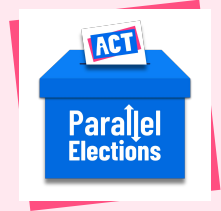
3. CASE STUDY: ENGAGING STUDENTS WITH PARLIAMENTARIANS

In January 2023, ACT hosted an online round table where GCSE Citizenship students from six schools across England met with Stephen Morgan MP, then Shadow Minister for Schools and now Minister for Early Education. Students from schools like Our Lady Queen of Peace and Priory School asked thought-provoking questions on topics ranging from the age of criminal responsibility to the cost of living crisis. Morgan highlighted the importance of Citizenship education, calling for greater investment and its distinction from PSHE. He concluded by saying, "I look forward to seeing all the young people on this call in Parliament one day."



4. CASE STUDY: EMPOWERING STUDENTS THROUGH PARALLEL ELECTIONS

In the lead-up to the 2024 General Election, ACT launched the Parallel Elections Project, engaging over 29,000 students from 413 schools across the UK. The project provided a hands-on experience in democratic processes, allowing students to mirror the real election through campaign development, debates and polling. Resources were released weekly to help teachers to guide students through the stages, from voter registration to election results. Labour secured the majority of student votes at 32.1%, followed by Reform UK at 18.8%. The project fostered political awareness and engagement, empowering young people to understand and participate in the democratic process.



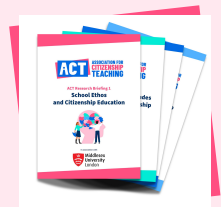
5. CASE STUDY: POLICY INFLUENCE THROUGH SELECT COMMITTEE EVIDENCE

In January 2024, ACT's Chief Executive, Liz Moorse, provided powerful oral evidence to the House of Commons Education Select Committee's inquiry on financial education. Highlighting the vital role of Citizenship in delivering financial literacy, Liz called for an urgent national strategy to improve financial education within the Citizenship curriculum. She underscored the link between Citizenship and economic education, drawing on ACT's research demonstrating the importance of teacher training and ongoing professional development. Following Liz's testimony, the Committee's report urged the Department for Education and Ofsted to improve their evaluation of Citizenship and financial education in schools.



6. CASE STUDY: ACTIVE CITIZENSHIP IN SCHOOLS PROGRAMME AND RESEARCH

ACT's Active Citizenship in Schools programme, in collaboration with Middlesex University, is evaluating how schools can effectively embed social action in the curriculum. Findings from the National Citizenship Education Study (NCES), presented at the 2024 BERA Conference, highlight the importance of school ethos in fostering civic engagement. Data from over 1,200 students across eight schools showed that students who feel respected and listened to are 32% more likely to engage in citizenship activities as adults. The research emphasises the value of positive teacher-student relationships in building trust and promoting active participation in democratic processes.



WHAT WE PLAN TO DO NEXT

Society benefits from a more participatory democracy in which citizens are active, equipped with the knowledge and skills to take part in decision-making, to play an active role in their communities, to speak out on issues of concern and to contribute to developing a fairer and more just society for all.

Our education system needs to enable children and young people to develop the knowledge and skills required to thrive as citizens, in work and throughout life.

We have ambitious plans for the next five years, which focus on three strategic priorities linked to our vision.

	Empower	Inspire	Advocate
Priorities:	Aim : Build capacity and empower a diverse community of committed Citizenship teachers	Aim : Demonstrate the impact of quality Citizenship teaching for learners, schools, settings and society	Aim : Secure greater public and professional recognition, understanding and policy support for Citizenship education
1. Demand a high-quality Citizenship curriculum for every learner	Advance effective Citizenship education through shaping the new national curriculum and qualifications, guiding teachers in interpreting that curriculum and in effective pedagogy across schools and settings	Improve the quality of outcomes for learners through publication and dissemination of our research, showing the impact of effective Citizenship provision, including qualifications and influencing practice	Assert the importance of Citizenship in the curriculum review, demonstrating effective curriculum and pedagogy, the impact of specialist teaching and the transformative power of the subject in schools and settings
2. Reinvigorate the teaching community through Citizenship	Enable Association member teachers to learn from each other through networks, CPD and conferences to become confident and competent Citizenship educators	Generate and support the development of innovative, high-impact curriculum and assessment models and teaching resources	Demand a national strategy to retain and increase the number of specialist Citizenship teachers through ITE and continuous professional development
3. Strengthen the quality of Citizenship through evaluation and accountability	Engage teachers with models of self-improvement to enhance Citizenship provision and improve outcomes for learners	Expand the use of our research-informed self-evaluation tools to enable schools and settings to identify strengths and continuously improve their Citizenship provision	Influence national and local accountability frameworks , including the DfE, Ofsted and multi-academy trusts, to reflect the equal subject status of Citizenship in the curriculum
4. Promote democratic, active Citizenship in every school and setting to help to build a more inclusive and equitable society	Engage a wider range of teachers, ensuring that we promote greater equity and diversity in Citizenship education and across the Association	Enable high-quality Citizenship education through authoritative teacher guidance on a variety of topics, particularly controversial issues, AI, deliberative pedagogy, skills, active citizenship and creating a democratic school and setting culture	Influence education discourse, policy and practice nationally and locally, representing teacher members' views, experience and expertise



ACT is the subject association for all those engaged in leading, teaching and supporting high quality Citizenship education in schools and colleges.

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