

An abstract graphic consisting of numerous overlapping, curved lines in various colors including blue, green, red, orange, yellow, purple, and pink. The lines flow from the top and bottom edges towards the center, creating a sense of movement and interconnectedness.

# Citizenship

**Programme of study for key stage 3 and attainment target**

(This is an extract from The National Curriculum 2007)

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## Curriculum aims

Learning and undertaking activities in citizenship contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## The importance of citizenship

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

*continued overleaf*

### EXPLANATORY NOTES

**The importance of citizenship:** This reflects the three principles of effective citizenship education set out by the Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools. These are that citizenship should develop social and moral responsibility, community involvement and political literacy.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

# 1 Key concepts

There are a number of key concepts that underpin the study of citizenship. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

## 1.1 Democracy and justice

- a Participating actively in different kinds of decision-making and voting in order to influence public life.
- b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
- d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

### EXPLANATORY NOTES

**Democracy and justice:** This focuses on the role that citizens can take within the political and justice systems in the UK. It includes: freedom as part of democracy; fairness and the rule of law as part of justice; power and authority; and accountability. Pupils should understand that accountability happens at many levels, ranging from a responsible opposition in parliament challenging, testing and scrutinising what government is doing, to citizens in local communities challenging decisions that affect them.

Pupils should learn about the need to balance competing and conflicting demands, and understand that in a democracy not everyone gets what they want. Linking teaching about democracy, elections and voting with the student council provides a way for pupils to apply their learning to real decision-making situations. Active participation provides opportunities to learn about the important role of negotiation and persuasion within a democracy.

## 1.2 Rights and responsibilities

- a Exploring different kinds of rights and obligations and how these affect both individuals and communities.
- b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

## 1.3 Identities and diversity: living together in the UK

- a Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.
- b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- c Considering the interconnections between the UK and the rest of Europe and the wider world.
- d Exploring community cohesion and the different forces that bring about change in communities over time.

### EXPLANATORY NOTES

**Rights and responsibilities:** There are different kinds of rights, obligations and responsibilities – political, legal, human, social, civic and moral. Pupils should explore contested areas surrounding rights and responsibilities, for example the checks and balances needed in relation to freedom of speech in the context of threats from extremism and terrorism.

**Identities and diversity: living together in the UK:** This includes the multiple identities that may be held by groups and communities in a diverse society, and the ways in which these identities are affected by changes in society. For example, pupils could learn about: how migration has shaped communities; common or shared identity and what unifies groups and communities; and how living together in the UK has been shaped by, and continues to be shaped by, political, social, economic and cultural changes. The historical context for such changes should be considered where appropriate.

All pupils, regardless of their legal or residential status, should explore and develop their understanding of what it means to be a citizen in the UK today.

**Community cohesion:** Citizenship offers opportunities for schools to address their statutory duty to promote community cohesion.

## 2 Key processes

These are the essential skills and processes in citizenship that pupils need to learn to make progress.

### 2.1 Critical thinking and enquiry

Pupils should be able to:

- a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- b research, plan and undertake enquiries into issues and problems using a range of information and sources
- c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

### 2.2 Advocacy and representation

Pupils should be able to:

- a express and explain their own opinions to others through discussions, formal debates and voting
- b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
- c justify their argument, giving reasons to try to persuade others to think again, change or support them
- d represent the views of others, with which they may or may not agree.

#### EXPLANATORY NOTES

**Critical thinking and enquiry:** Using real case studies to explore issues and problems can help to develop skills of critical thinking, enquiry, debate and advocacy. Pupils should learn how to make judgements on the basis of evidence, exploring ideas, opinions and values that are different from their own.

**Topical and controversial issues and problems:** Political, social and ethical issues and problems can be controversial and sensitive, and can lead to disagreement. They should not be avoided, but need to be handled so that pupils develop skills in discussing and debating citizenship issues and considering points of view that are not necessarily their own. Setting ground rules and using distancing techniques can help to manage the discussion of such issues.

**Analyse and evaluate:** This includes pupils evaluating and assessing different opinions and challenging what they see, hear and read through research and investigation, considering scenarios and case studies.

**Advocacy and representation:** Developing skills of advocacy and representation provides opportunities for pupils to build on the skills of speaking and listening, reading and writing from the English programme of study. In the context of citizenship, they learn to take account of different points of view and the various ways in which people express themselves. They practise communicating with different audiences, including those in positions of power, to try to influence and persuade them about ways of making a difference to political and social issues.

**Voting:** This includes knowing about and participating in different kinds of voting, for example a show of hands, a secret ballot and simulating division. Voting can be part of activities, for example to decide on a motion within a debate or to agree a new policy for the student council.

## 2.3 Taking informed and responsible action

Pupils should be able to:

- a explore creative approaches to taking action on problems and issues to achieve intended purposes
- b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
- c analyse the impact of their actions on communities and the wider world, now and in the future
- d reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

It helps pupils to  
become **informed,**  
**critical, active citizens**

### EXPLANATORY NOTES

**Take action:** Action should be informed by research and investigation into a political, social or ethical issue or problem. This includes developing and using skills, while applying citizenship knowledge and understanding. Actions could include: presenting a case to others about a concern; conducting a consultation, vote or election; organising a meeting, event or forum to raise awareness and debate issues; representing the views of others at a meeting or event; creating, reviewing or revisiting an organisational policy; contributing to local community policies; lobbying and communicating views publicly via a website, campaign or display; setting up an action group or network; training others in democratic skills such as advocacy or campaigning.

### 3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. Citizenship focuses on the political and social dimensions of living together in the UK and recognises the influence of the historical context. Citizenship also helps pupils make sense of the world today and equips them for the challenges and changes facing communities in the future.

The study of citizenship should include:

- a political, legal and human rights, and responsibilities of citizens
- b the roles of the law and the justice system and how they relate to young people
- c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections
- d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- f strategies for handling local and national disagreements and conflicts
- g the needs of the local community and how these are met through public services and the voluntary sector
- h how economic decisions are made, including where public money comes from and who decides how it is spent

#### EXPLANATORY NOTES

**Political rights:** This includes the development of universal suffrage and equal opportunities, which can be linked with the study of the development of democracy in history.

**Human rights:** Human rights and the rights of the child can be revisited in many different contexts. Linking teaching to topical issues provides a way of engaging pupils in learning about the values and principles underpinning human rights, including exploring decisions that need to be made to balance conflicting rights and the extent to which conventions and declarations have been enshrined in national law.

**Law and the justice system:** This includes the criminal justice system. Some topical areas of law, such as antisocial behaviour legislation, can provide a focus for exploring the difference between criminal and civil justice.

**Key features of parliamentary democracy and government:** This includes an understanding of the role of political parties, the 'first past the post' system of elections, the role of government and opposition, and cabinet decision-making.

**The constituent parts of the UK:** This includes how democracy has changed in recent times with the devolution of power to the Scottish Parliament and the assemblies in Northern Ireland and Wales. This can be linked with the study of the origins of the UK in history.

**Environment:** This provides opportunities to evaluate individual and collective actions that contribute to sustainable practices. Pupils could consider the different ethical implications of actions, policies and behaviour. This work can be linked with work in science and geography.

- i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared
- j migration to, from and within the UK and the reasons for this
- k the UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community.



#### EXPLANATORY NOTES

**Changing nature of UK society:** Change is a constant feature of UK society and pupils should understand some reasons why change occurs (eg migration, economic factors, globalisation) and how communities change as a consequence (eg shops, food, schools, languages).

**Diversity:** Diversity includes our different and shared needs, abilities and membership of groups and communities such as gender, sexual orientation, race, ethnicity, physical and sensory ability, belief, religion and class. Learning about diversity involves recognising that culture, including the language, ideas, customs and traditions practised by people within a group, also forms part of identity. Pupils should explore the diversity of groups and communities and examine the changes that occur. They should also explore things that unify us, including the shared values that UK society is committed to, and what groups and communities have in common as we live together in society.

**Europe:** A European dimension can be incorporated when exploring many topical issues, including human rights, the environment, immigration, trade and economic issues, diversity and identities.

**The Commonwealth:** This includes the development, membership and purpose of the Commonwealth. It can be linked with the study of the British Empire in history.

**The United Nations:** This includes exploring the role of the United Nations in the context of topical events such as conflict situations affecting the international and/or global community.



## 4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people
- b develop citizenship knowledge and understanding while using and applying citizenship skills
- c work individually and in groups, taking on different roles and responsibilities
- d participate in both school-based and community-based citizenship activities
- e participate in different forms of individual and collective action, including decision-making and campaigning
- f work with a range of community partners, where possible
- g take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- h take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics
- i use and interpret different media and ICT both as sources of information and as a means of communicating ideas
- j make links between citizenship and work in other subjects and areas of the curriculum.

### EXPLANATORY NOTES

**Community-based citizenship activities:** These encourage pupils to work with people beyond the school community to address real issues and decisions. They can involve inviting people into schools to work with pupils on issues and/or pupils working with others beyond the school site.

**Campaigning:** This can help pupils learn how to influence those in power, take part in decision-making and participate positively in public life in ways that are safe, responsible and within the law.

**Community partners:** These could include voluntary organisations and public and private bodies. For example, the police, magistrates and the courts could support work relating to the law and justice system. Local councillors, MPs and MEPs could support work relating to parliament, democracy and government.

**Historical:** This includes considering relevant historical contexts in order to inform citizenship issues and problems. For example, pupils could consider the movement and settlement of peoples within the British Isles over time and the impact of migration on diversity in communities living together in the UK today.

**Media and ICT:** This includes: using different media and ICT to communicate ideas, raise awareness, lobby or campaign on issues; using and interpreting a wide range of sources of information during the course of enquiries and research; and learning how different media inform and shape opinion. Pupils need to evaluate the extent to which a balanced or partial view of events and issues is presented.

**Make links:** This includes: making links with work on the media in English and ICT; work on diversity and inclusion in history and RE; and work on the environment and sustainability in geography and science.



**Citizenship encourages  
respect for different  
national, religious and  
ethnic identities**

## Attainment target

### Level 1

Pupils can talk about citizenship issues that are suggested to them. They think of questions they would like to ask about these issues and identify who could help them answer these questions. They consider what their opinions are and share their ideas with others. They describe some of the groups and communities they belong to and recognise that people in their communities are different. They begin to describe how needs are different from wants. They take part in some of the decisions that affect them and their communities.

### Level 2

Pupils begin to ask questions to find out more about the different groups and communities they belong to, and discuss with others the similarities and differences between them. They give opinions about the communities they belong to and their neighbourhood. They describe how things might be improved through the actions that they or others might take. They begin to recognise that all people have needs and wants and can identify the difference between the two. They begin to explore what is fair and unfair in different situations.

### Level 3

Pupils recognise that issues affect people in their neighbourhood and wider communities in different ways. They investigate issues and find answers to questions using different sources of information provided for them. They present their ideas to others and begin to acknowledge different responses to their ideas. They discuss and describe some features of the different groups and communities they belong to. They identify different kinds of rights and understand that rights can conflict. They begin to recognise some features of democracy and

lives of others and explain the impact of actions taken. They show some knowledge of the operation of the political and justice systems in the UK, by describing the key features of democratic processes and the work of government in the UK. They participate effectively in activities involving representation, voting and campaigning on issues they have explored.

### Level 6

Pupils are aware of the diversity of opinions on topical and controversial issues and describe some of the influences that shape those opinions. They decide on appropriate research strategies and develop questions to investigate issues. They explore and interpret different sources of information and begin to assess these for validity and bias. They develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. They use their findings to present a persuasive case for a particular course of action, giving reasons for their view. They negotiate their role, and plan and undertake courses of action with others. They reflect on the extent of their success in achieving an improvement or influence in the community and suggest what they might do next. They show understanding of the complexity of identities and diversity in groups and communities, and explain the impact of some of the changes in UK society and the global community. They consider a range of scenarios (from local to global) where there are inequalities and explain how different kinds of rights need to be protected, supported and balanced. They begin to make comparisons between the UK system of democratic parliamentary government and those systems in different parts of the world. They show understanding of interdependence, describing interconnections between people and their actions in the UK, Europe and the wider world.

know that people have a say in what happens locally and nationally. They identify what could be done to change things in communities and plan some action. They take part in decision-making activities with others on citizenship issues, in contexts that are familiar to them.

### Level 4

Pupils explore a range of sources of information to engage with topical and controversial issues, including where rights compete and conflict. They identify different and opposing views and can explain their own opinion about what is fair and unfair in different situations. They develop research questions to explore issues and problems and begin to assess the impact of these for individuals and communities. They use what they find out to make informed contributions in debates. They appreciate that there are many diverse groups and communities in the UK and the wider world and use this understanding to explore the communities they belong to. They work together with others to plan and undertake a course of action to address significant citizenship issues. They begin to explain different ways in which people can participate in democracy through individual and collective actions and how they can change things in communities and wider society. They show understanding of democracy by making connections with their knowledge and experience of representation and taking action in the local community.

### Level 5

Pupils discuss and debate topical and controversial issues including those where rights are in conflict and need to be balanced. They consider what is fair and unfair to different groups involved and make reference to relevant national, European and international dimensions of the issues. They use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions. They communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved. They identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world. They work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the

### Level 7

Pupils explore the origins of a range of opinions, including their own, on topical and controversial issues. They question assumptions and their own views as a result of informed debate and examination of relevant evidence. They argue persuasively and represent the views of others including those they do not agree with. They weigh up and assess the implications of situations where an individual's or group's rights and obligations are contested. They use a range of research strategies and sources of information with confidence. They work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change. They analyse the reasons for diversity in the make-up of UK society and explain how it changes over time. They begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of political and legal systems. They compare the role of citizens in the UK with those in other parts of the world to illustrate the strengths and weaknesses of different forms of government.

### Level 8

Pupils use and apply their detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities in different parts of the world. They make connections between information derived from different sources and their own experience in order to make perceptive observations. They have a detailed understanding of the key citizenship concepts of democracy, justice, rights and responsibilities, identities and diversity, including how these can change over time. They carry out different types of research and hypothesise alternative courses of action, exploring the different implications of each. They put some of these courses of action to the test in their communities and analyse and draw conclusions about the impact and limitations of these. They understand how citizens participate in bringing about change in society through democratic processes and different kinds of action. They ask challenging questions to explore the ways in which justice, laws and governments operate in different places and the roles citizens can take in shaping society.

## Attainment target

### Exceptional performance

Pupils use and apply what they have learnt about the origins and substance of different viewpoints to present coherent, perceptive and compelling arguments on a wide range of citizenship issues. They research complex issues, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions. They take an overview of the key citizenship concepts of democracy, justice, rights and responsibilities, identities and diversity and make sophisticated observations relating to the connections between them. They take a leading role in defining, negotiating and undertaking courses of action with others to address citizenship issues and problems. They apply this practical understanding to analyse approaches citizens can take to improve society through individual and collective actions and democratic processes. They evaluate the impact and limitations of policies on communities (local to global) now and in the future and suggest alternatives. They debate challenging questions about the relationship between the UK and the wider world and the kind of society they as citizens would like to live in.

