

# Citizenship education in Northern Ireland, Wales, Scotland and England

## Northern Ireland

### The curriculum

The Northern Ireland curriculum is described as six Areas of Learning at key stages 1 and 2:

- Language and Literacy
- Mathematics and numeracy
- Personal Development and Mutual understanding
- The Arts
- The World Around Us
- Physical Education
- Religious Education

and nine Areas of Learning at key stages 3 and 4

- English
- Mathematics
- Modern languages
- The Arts
- Environment and society
- Science and technology
- Learning for life and work
- Physical education
- Religious education.

These areas are comprised of subject strands. Each subject strand is defined as a minimum requirement and is structured to facilitate more collaborative learning. Although subject strands are organised within specified Areas of Learning this does not preclude connections being made with other Areas of Learning or subject strands.

The statutory minimum requirements must be met by schools through their curriculum. These requirements are written slightly differently for each key stage however, there should be a progression between them.

There is non-statutory guidance for key stage 3 and 4, developed by CCEA.

### How citizenship education is specified in the curriculum

At key stage 1 and 2, there is an area of the curriculum called 'Personal Development and Mutual Understanding' – which incorporates some aspects of citizenship education.

'Personal Development and Mutual Understanding (PD&MU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.'

At key stage 3 and 4, there is an area called 'Learning for Life and Work' and within that is Local and Global Citizenship which is statutory at both key stages.

'Learning for Life and Work (LLW) is central in helping young people develop the fundamental skills, knowledge, qualities and dispositions that are pre-requisites for life and work. This area of learning contains the contributory strands of: [Employability](#), [Home Economics](#), [Local and Global Citizenship](#) and [Personal Development](#).'

There are statutory Statements of Requirement for all key stages that must be met:

- **KS1 and KS2** –  
[http://www.nicurriculum.org.uk/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/](http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu/)
- **KS3** – These are written up slightly different for KS3 and KS4 – but there should be a conceptual progression.  
[http://www.nicurriculum.org.uk/key\\_stage\\_3/areas\\_of\\_learning/learning\\_for\\_life\\_and\\_work/](http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/learning_for_life_and_work/)
- **KS4** -  
[http://www.nicurriculum.org.uk/key\\_stage\\_4/areas\\_of\\_learning/learning\\_for\\_life\\_and\\_work/](http://www.nicurriculum.org.uk/key_stage_4/areas_of_learning/learning_for_life_and_work/)

#### **National standards or expectations of pupils**

There are no national standards in Northern Ireland. However the Department for Education policy 'Every School a Good School' <http://www.deni.gov.uk/> sets out overarching indicators for success and there are a number of policies for School Improvement that also come under this.

The Inspectorate also have a policy document 'Together Towards Improvement' which also provides indicators for schools <http://www.etini.gov.uk/>

#### **Qualifications**

There is a GCSE in Learning for Life and Work. This incorporates aspects of citizenship, personal development and employability

#### **Planned policy changes affecting citizenship education**

No policy changes are planned at this time.

## **Wales**

#### **The curriculum**

The curriculum in Wales is described as comprising the following areas:

- foundation phase
- skills development
- national curriculum (which includes – English, Welsh, Modern Foreign Languages, Mathematics, Science, ICT, design and technology, history, geography, art and design, music, physical education)
- personal and social education (incorporating Active Citizenship and Education for Sustainable Development & Global Citizenship);
- sex education;
- careers and the world of work;
- religious education.

#### **How citizenship education is specified in the curriculum**

The Framework for Personal and Social Education (PSE) is non-statutory. However, PSE itself, is a statutory cross-curricular learning requirement. Each national curriculum subject specification indicates where there is scope to incorporate PSE within the subject. So in this sense, aspects of citizenship are incorporated within statutory orders. The majority of schools use the PSE Framework as the basis for designing their curriculum provision.

<http://wales.gov.uk/psesub/home/framework/;jsessionid=yCQTNP2SGL3W1znmqc2JkxGr1sGdvJ6r8yN0yQpWK15p1Jn5LmCBI-1022696525?lang=en>

The Personal Social Education (PSE) Framework includes the components of Active Citizenship and Education for Sustainable Development & Global Citizenship (ESDGC).

The active citizenship strand of PSE encompasses a number of essential citizenship concepts.

'Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action which promotes the well-being of that community. Finally, learners need to develop a political 'literacy' which enables them to make effective decisions and judgements in the world of political and legal systems.'

The framework then specifies a series of learning outcomes at each key stage from key stage 2 to post 16 education.

Education for Sustainable Development and Global Citizenship incorporates concepts such as interdependence, diversity and conflict resolution. There is also a 'Common Understanding of ESDGC' which sets out the concepts and themes of ESDGC. Opportunities for ESDGC are also highlighted in subject curriculum documents. Schools are inspected on their provision for ESDGC, so while not a statutory subject or curriculum component, it is important for schools to demonstrate that they provide for it effectively.

[http://www.esdwales.org.uk/english/school\\_sector/downloads/ESDGC%20common%20\(e\).pdf](http://www.esdwales.org.uk/english/school_sector/downloads/ESDGC%20common%20(e).pdf)

#### **National standards or expectations of pupils**

There are no national standards beyond the non-statutory PSE/ESDGC/Welsh Baccaalaureate documentation.

Effective provision for PSE - and an understanding of the interdependence between 'Wales, Europe and the World' - are key requirements of the optional Welsh Baccaalaureate qualification.

<http://www.ngfl-cymru.org.uk/wbq-essentials/wbq-specifications.htm>

The PSE framework is specified using learning outcomes and therefore provides a set of expectations in terms of knowledge, understanding and skills.

#### **Qualifications**

WJEC offers a GCSE short course in Personal and Social Education  
<http://www.wjec.co.uk/index.php?subject=151&level=15>.

Some Welsh schools also offer GCSE Citizenship Studies from English awarding bodies.

#### **Planned changes affecting citizenship education**

No changes in policy are planned at present. The last big changes (changing the PSE Framework and status of ESDGC) took place with (1) introduction of the new national curriculum in 2008 and (2) introduction of the new Estyn schools inspection framework in 2010.

## Scotland

### The curriculum

The curriculum in Scotland is described in terms of curriculum areas and the current curriculum has eight of these:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social Studies
- Technologies

These 'areas' are not intended to be 'timetabled' - it is for schools to think creatively about the way in which learning is organised. It is expected subjects will be a key organising tool for the secondary curriculum in most schools.

### How citizenship education is specified in the curriculum

Citizenship is a non-statutory component of the Scottish curriculum. It is not viewed as a separate subject; rather it is seen as a cross-cutting theme that should permeate not only the curriculum but also particular processes and practices of school life. For example, pupil involvement in decision-making about school life.

Whilst citizenship is not a separate area, aspects of citizenship education are included, within the Social Studies area of the curriculum.

For example, learning in the Social Studies will enable students to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

<http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/index.asp>

### National standards or expectations of pupils

There are no nationally binding standards, although HMIE, the Inspectorate, produced a set of self-evaluation indicators and illustrations for schools; these may be referred to as part of the inspections process but are relatively light-touch.

The curriculum in Scotland is described in terms of outcomes and experiences and in this sense provides a guide to the standards pupils should achieve.

### **Qualifications**

Citizenship is not assessed using qualifications in Scottish schools.

### **Planned policy changes affecting citizenship education**

No changes in policy are planned at this time.

## **England**

### **The curriculum**

The National Curriculum in England comprises a range of subjects, each defined in terms of knowledge, understanding and skills through a programme of study.

At key stages 1 and 2:

- English, mathematics and science are statutory core subjects.
- Art and design, design and technology, geography, history, ICT, music and PE are statutory foundation subjects.
- RE is a statutory subject with a non-statutory programme of study and PSHE and citizenship are non-statutory with an optional programme of study.

At key stage 3:

- English, mathematics and science are statutory core subjects.
- Art and design, citizenship, design and technology, geography, history, ICT, music and PE are statutory foundation subjects.
- RE is a statutory subject with a non-statutory programme of study and PSHE is a non statutory subject with an optional programme of study.

At key stage 4:

- citizenship, English, ICT, mathematics, PE and science are statutory subjects with programmes of study.
- RE is a statutory subject with an optional programme of study.

There are also statutory requirements for Sex and Relationship Education (SRE), careers and work-related learning.

Post-16 education is not part of the National Curriculum in England. Most students choose a range of qualifications that make up their curriculum. Many also undertake some form of personal development or enrichment activities. There is a national support programme for citizenship which some providers of post 16 education use to develop opportunities for their students to continue citizenship education. This programme has existed since 2001.

<http://www.excellencegateway.org.uk/citizenship>

### **How citizenship education is specified in the curriculum**

Each National Curriculum subject has a programme of study which sets out what must be taught during the key stage, described as teaching requirements. Schools must address the teaching requirements in their curriculum. How they organise and implement the curriculum is a matter for them.

Citizenship is a statutory foundation subject at key stages 3 and 4 of the National Curriculum in England. The programme of study is organised as:

- key concepts - that students must understand (democracy and justice, rights and responsibilities, identities and diversity)
- key processes or skills – that students should develop (critical thinking and enquiry, advocacy and representation; informed and responsible action)
- range and content - or breadth of the subject that must be taught; and
- curriculum opportunities – the essential learning experiences that must be provided.

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/index.aspx>

### **National standards or expectations of pupils**

The national standards for citizenship are set out as eight level descriptions. The descriptions draw on the concepts and processes set out in the programme of study. The descriptions should be used by teachers to make a holistic judgement about student performance in the subject at the end of key stage 3 and the results must be reported to parents. A report in citizenship on progress and areas for development should be provided to parents each year for students in years 7 to 11 (aged 11-16).

The level descriptions are available alongside the key stage 3 National Curriculum programme of study for citizenship

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/Level-descriptions/index.aspx>

Ofsted, the Inspectorate in England, provide a framework against which all maintained schools are inspected for the quality of their curriculum, teaching and learning and outcomes for children. This framework is used for all National Curriculum subjects including citizenship.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2009-10/Inspection-judgements-2009-10-for-maintained-schools>

### **Qualifications**

National qualifications in Citizenship Studies are used by many schools to provide public recognition of their achievement in the subject.

The GCSE Citizenship Studies comprises an examination and an active citizenship project. The qualification is based on the National Curriculum programme of study for citizenship at key stage 4. More than 94,000 students gained the qualification in the summer of 2010.

The A level Citizenship Studies provides progression from the GCSE for those students who wish to continue with the subject beyond 16. The qualification provides progression from key stage 4 and the GCSE. About 9,000 students gained the qualification in the summer of 2010.

A range of other qualifications and awards are used by schools to recognise aspects of achievement in citizenship education. For example the ASDAN Certificate of Personal Effectiveness (COPE), AQA Award scheme and the Duke of Edinburgh Award scheme.

### **Planned policy changes affecting citizenship education**

The Coalition government announced a review of the curriculum, 'subject by subject' in its White Paper 'The importance of teaching'. A review of the National Curriculum in England affecting primary and secondary education was announced on 20 January 2011. Details are available at

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum>