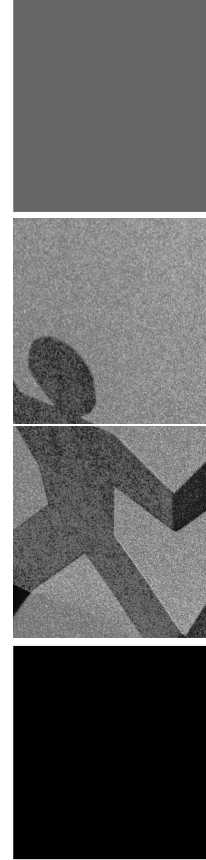


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Introduction

Introduction

Education for Citizenship in Scotland expresses the view that the overall goal of education for citizenship is to develop capability for thoughtful and responsible participation in political, economic, social and cultural life. This is not a new aim, and much that happens in schools and other educational settings already helps to promote active and responsible citizenship. However, this has not always been recognised and made explicit. The paper defines more clearly the nature and aims of education for citizenship and sets a direction for its development, which will help educational establishments to build on existing good practice.

The paper sets out a framework for education for citizenship describing four categories of learning outcome that contribute to capability for citizenship, and four contexts for development within schools and early education. These are:

Categories of Learning Outcome

- Knowledge and understanding
- Skills and competences
- Values and dispositions
- Creativity and enterprise

Contexts for Development

- Participation by young people in decision making
- Studies within specific subjects and curricular areas
- Cross-curricular studies and activities
- Working with the community

This central idea of developing capability for citizenship, as defined in Section 2 of the paper, has important implications for learning and teaching, for curriculum design, and for the ways in which schools and early education centres relate to their communities.

Two further issues from the paper are important for schools to keep in focus when evaluating current practice. First, young people learn most about citizenship by being active citizens. Therefore, schools should model the kind of society in which active citizenship is encouraged by providing all young people with opportunities to take on responsibilities and exercise choice. This requires the development of an open, participatory ethos, and a style of management and organisation that recognises the importance of involving young people, and everyone else with a stake in the school community, in the key decisions that affect them.

Second, the development of capability for citizenship should be facilitated in ways that motivate young people to be active and responsible members of their communities, both local and global, for life. Good education for citizenship entails breaking down barriers between school and community, in order to give young people opportunities to develop knowledge, understanding and care for the wider world.

Auditing Education for Citizenship

Although there is much existing good practice in schools and early education centres, schools have approached these issues in different ways, and developments have not always taken place across all of the contexts recommended for development, nor been available to all pupils in the school. These audit materials aim to assist schools in reviewing existing practice. The pack consists of the following:

1. Orientation materials for use in staff meetings

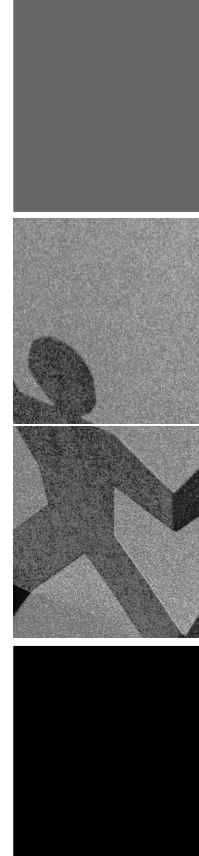
These may be particularly useful where education for citizenship, or aspects of it, are new to a proportion of staff. They enable members of the school community to familiarise themselves with ideas in the paper, and to take stock of existing work in the school that contributes to education for citizenship. Schools with substantial experience of education for citizenship may prefer to move straight to use of the audit questionnaires (see below).

2. Four questionnaires, one for each context for development

These are for completion by the headteacher or a representative, but will generally involve some consultation with other members of staff. Whilst a full review of existing practice in education for citizenship would entail using all four questionnaires together, some schools may prefer to use the questionnaires consecutively, selecting one or two for use in the first year, and others in subsequent years.

3. Discussion materials and worksheets for use with pupils

These help schools to assess the extent to which pupils have engaged with the ideas of education for citizenship in existing school activities.





Notes

Notes for Completion of the Audit

1. Orientation Activities

These are intended for use at whole school level or with smaller groups of staff. It may be useful to lead into the activities with a short presentation on main aspects of the framework for education for citizenship. The information in **Section A** of the orientation activities may be used as a basis for this. Section A is available on the accompanying disc as a PowerPoint presentation, which may be used electronically or copied to overhead transparencies.

It should be emphasised that much of education for citizenship reinforces existing good practice in schools, and a great deal of new work is not anticipated. As one teacher who helped pilot this material said, 'If we were doing education for citizenship from scratch it would take forever.' Fortunately no one is doing it from scratch, and part of the purpose of the orientation activities is to familiarise staff with the language of education for citizenship, to provide time for links to be made with existing activities and to discuss possible development priorities. There may be benefit in extending the activities beyond teaching staff to include classroom auxiliaries and other support staff. The brainstorming activities in **Sections B and C** may be useful for this purpose.

2. Audit Questionnaires

Section A

Question 1 is about pupil consultation on different kinds of issues. Consultation may take place by relatively formal means such as pupil councils, but may also be accomplished through class or group discussion, consultation seminars, pupil questionnaires or, in some circumstances, focus groups. The paper suggests criteria for effective participation by young people in decision making in Section 3.4. Generally, schools should aim for the highest practicable level of participation.

If no formal pupil council operates in the school, **Questions 6–10** may be answered in relation to any other method of pupil participation in decision making in use in the school.

Section B

Section B is designed to give an overview of activities within the formal curriculum relevant to education for citizenship. It also asks for information about pupil participation in classroom decision making and in school evaluation, and therefore has some overlap with Section A.

Section C

Section C is designed to enable schools to gather together information about all relevant cross-curricular activities. These are coordinated activities involving more than one class or stage. They may include induction activities, school events such as drama performances, enterprise activities or equal opportunities events, for example in connection with anti-racist education.

Section D

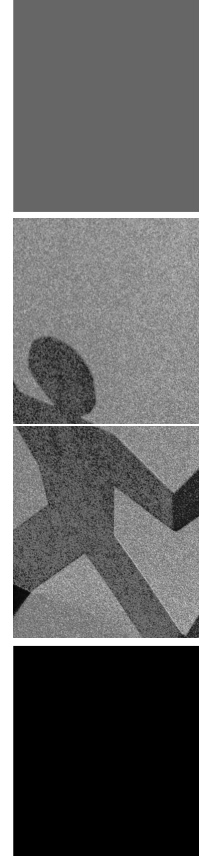
This section should give an overview of opportunities provided by the school for pupils to work within the community. The community is not narrowly defined as the area surrounding the school, but may include any activity which takes place outside the school, including for instance links with the Scottish Parliament or European link activities.

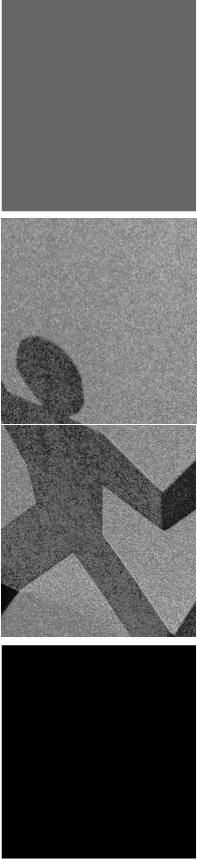
Question 3 is about international links and should be answered by reference to activities within the last three years

3. Pupil Materials

These should be used with a selected year group (or groups), and preferably with all pupils in the year group. As presented, materials are possibly most appropriate for children in Primary 6 and 7. However, they are available on the accompanying disc, and may be used selectively or adapted for use with younger children. The materials are designed to form the basis of class discussion. If pupils complete the worksheets, they may do this individually after discussion, or collectively. Teachers will recognise that some of the worksheets, for example those on the family, school and local community, raise potentially sensitive issues, and will wish to take this into account in planning and organising discussion. In the sections on rights, teachers will find it helpful to be familiar with the terms of the UN Convention on the Rights of the Child (www.unicef.org/crc/fulltext.htm).

Materials cover a range of contexts from the family, school, local area, town or city, Scotland and the world. They are very open-ended and are intended to promote discussion. They may also stimulate a lot of questions. In some cases, teachers and pupils may wish to investigate issues further by referring to the websites of local authorities, the Scottish Parliament (www.scottish.parliament.uk) or a range of voluntary organisations. Examples of the latter include Save the Children (www.savethechildren.org.uk), WWF (www.wwf.org.uk), UNICEF (www.unicef.org), Oxfam (www.oxfam.org.uk) and the Scottish Catholic International Aid Fund (www.sciaf.org.uk).





Note

Use of the full set of contexts will involve a significant time commitment. Teachers may find it more manageable to select two or three contexts, preferably reflecting small- and large-scale contexts, for example school/world or family/city.

Developing Education for Citizenship

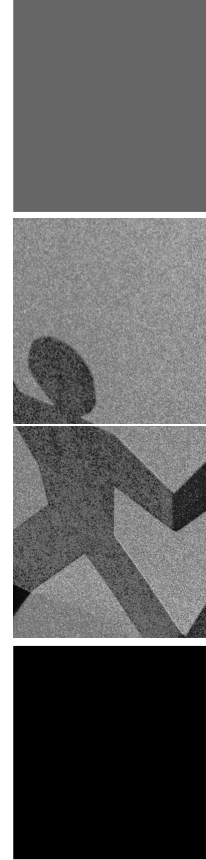
Education for Citizenship in Scotland suggests that all pupils are entitled to experience appropriate education for citizenship, and recommends four contexts for its development. In the long term it is intended that all young people will be able to benefit from relevant experiences within all four contexts, through:

- their curriculum
- the cross-curricular activities that encourage them to make connections between subjects and with the world outside school
- school–community links
- participation in decision making.

Schools may conclude that some adjustments to practice are needed in order to achieve this aim. Any adjustments should be planned within the school's normal development planning process.

Where are we?

Education for Citizenship in Scotland: Where are we?



A. Elements of the Framework

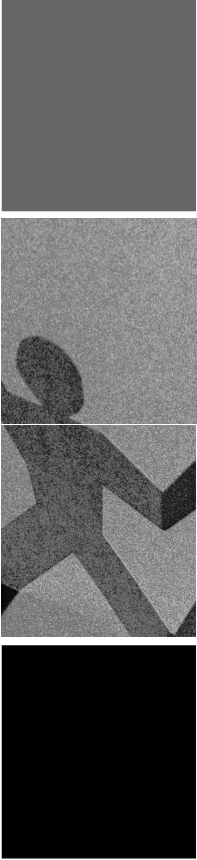
Education for Citizenship in Scotland emphasises a number of key elements in effective education for citizenship.

The paper identifies the overall goal of education for citizenship as the development of capability for thoughtful and responsible participation in political, economic, social and cultural life.

First and foremost it emphasises the need for an open participatory ethos.

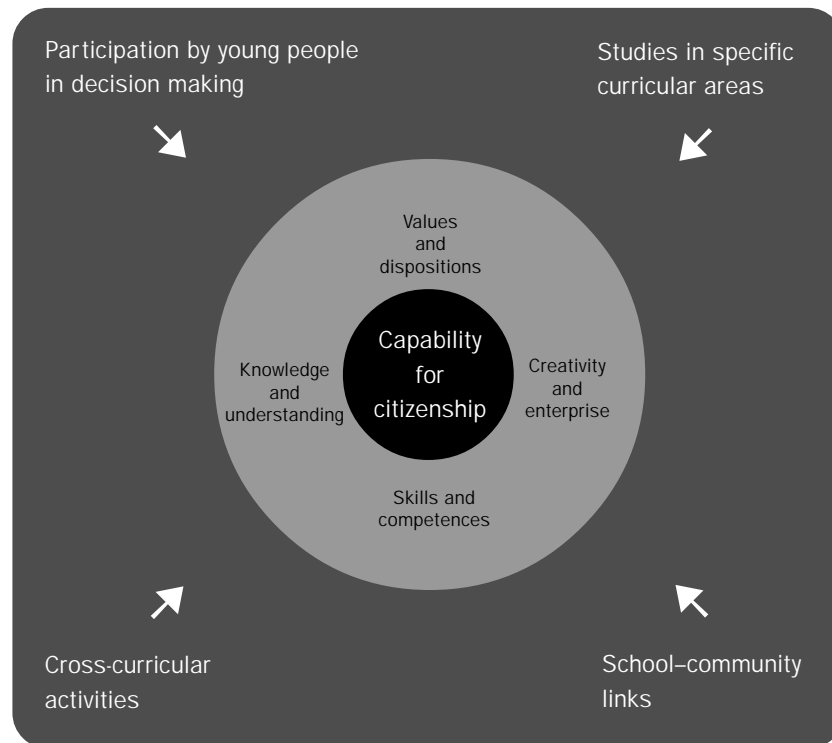
Characteristics of an open participatory ethos include:

- relationships within school and with the community demonstrate mutual respect and care
- aspects of decision making and significant responsibilities are shared with young people
- a positive and challenging climate for learning reflects and encourages high expectations
- debate is encouraged and disagreement and the expression of minority views are tolerated.



The paper recommends a framework for developing capability for citizenship.

This contains eight elements, which should each reflect and enhance this ethos.



Knowledge and understanding contributing to capability for active and responsible citizenship

This includes knowledge and understanding of:

- contemporary social, political, economic, cultural and ethical issues
- individual and social needs and the consequences of actions taken to meet them
- rights and responsibilities in a democratic society
- conflict and decision-making process, including the influence of the media.

Skills and competences contributing to capability for active and responsible citizenship

These include skills in:

- coping effectively and safely in a range of social situations
- working in teams to carry out tasks and overcome difficulties
- communicating effectively with others
- researching and handling information
- thinking critically about evidence.

Values and dispositions contributing to capability for active and responsible citizenship

These include dispositions to:

- respect self and others
- share responsibility for community welfare
- value and respect cultural and community diversity
- understand and value social justice.

Creativity and enterprise contributing to capability for active and responsible citizenship

This includes encouragement to:

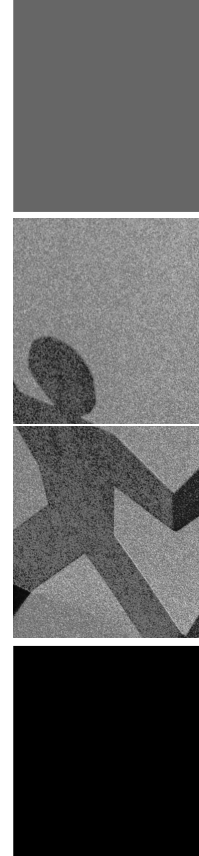
- develop independent thought
- define problems and suggest and work through solutions
- use creative forms of self-expression
- observe and reflect on social, natural and made environments.

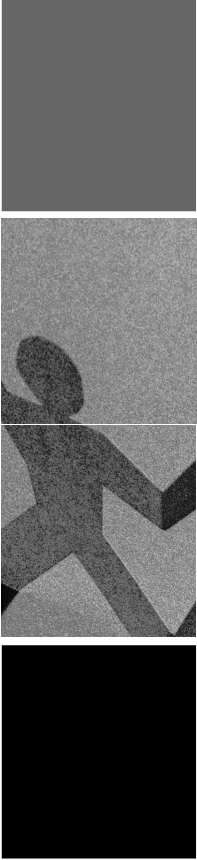
Contexts for development of capability for citizenship

Participation by young people in decision making

Possible methods include:

- effective pupil councils
- whole-school consultations
- participation in school and departmental self-evaluation
- sharing decision making in the classroom.





Aspects of the curriculum

These include:

- people in society, place and the past
- multicultural and anti-racist education
- discussion and debate
- discussion in circle time
- education for sustainable development
- discussion of ethical issues
- role play and simulation.

Cross-curricular activities

These include relevant activities in:

- assemblies
- school shows and presentations
- enterprise activities
- charitable appeals.

School–community links

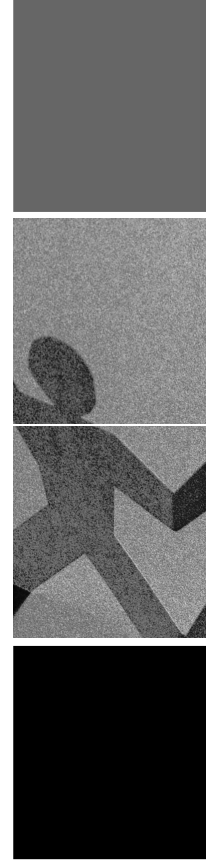
These include:

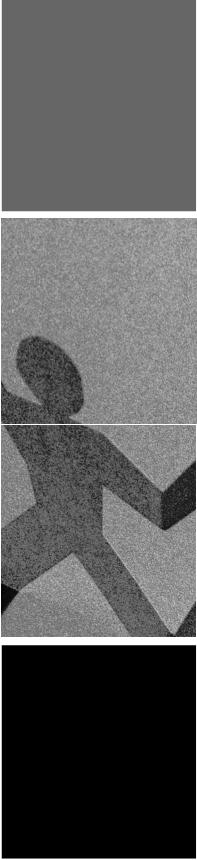
- relevant outside speakers
- community service
- local investigations
- relevant enterprise activities
- visits to the local council, the Scottish Parliament and other public bodies
- European and other international links.

B. Discussion Activity 1

What existing school activities contribute to the kind of learning outcomes recommended to develop capability for citizenship?

Knowledge and understanding	Skills and competences
Values and dispositions	Creativity and enterprise





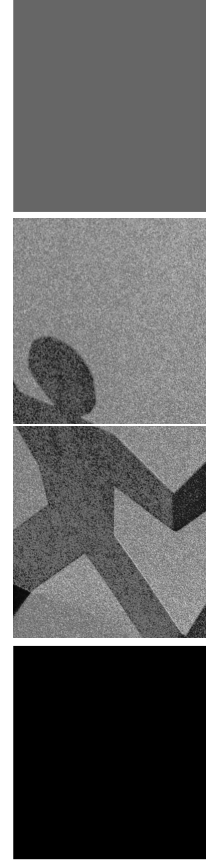
C. Discussion Activity 2

What existing examples of work in the school relate to the contexts recommended for development of education for citizenship?

Participation by young people in decision making	Studies within specific curricular areas
Cross-curricular activities	School–community links

Questionnaire

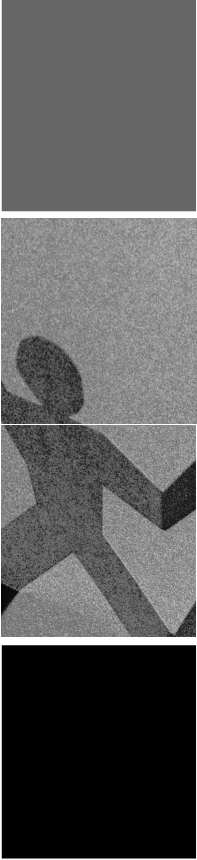
Education for Citizenship Audit: Primary Schools



A. Participation by Young People in Decision Making

1. How does your school enable young people to take part in decision making in the following areas?

- Rules, behaviour and discipline
- The content and methods of teaching
- School facilities, for example meals, toilets
- Extra activities, for example trips, charitable appeals
- Development of school policies, for example anti-bullying
- Other (*please specify*)



2. **What changes have been made in the school during the last three years that:**

- originated with pupils?

- originated with senior management or other staff, but were clearly supported by pupils after consultation?

3. **Does your school have a pupil council or equivalent? Yes/No**

If so, how is it composed?

- Elected class representatives
- Volunteer class representatives
- All who are interested in attending
- Other (*please specify*) _____

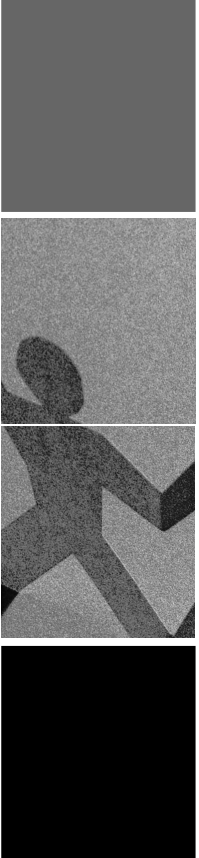
4. **How do pupil representatives consult with and inform other members of the class?**

5. **How often does the pupil council meet?**

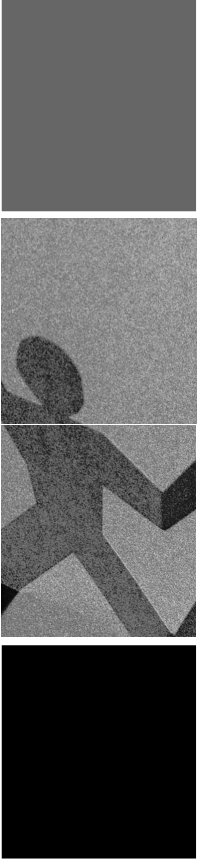
B. Studies in Specific Curricular Areas

1. Are the following issues addressed at different stages of your school curriculum? Please tick where provision is made, if possible adding a brief note of context referred to.

	P1-3	P4-5	P6-7
Knowledge and understanding of	a) contemporary social, political, economic, cultural and ethical issues	<input type="checkbox"/>	<input type="checkbox"/>
	b) individual and social needs, and the consequences of actions taken to meet them	<input type="checkbox"/>	<input type="checkbox"/>
	c) rights and responsibilities in a democratic society	<input type="checkbox"/>	<input type="checkbox"/>
	c) conflict and decision-making processes, including the influence of the media	<input type="checkbox"/>	<input type="checkbox"/>
Skills in	P1-3	P4-5	P6-7
a) coping effectively and safely in a range of social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) working in teams to carry out tasks and overcome difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) communicating effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) researching and handling information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) thinking critically about evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Values, including dispositions to	P1-3	P4-5	P6-7
a) respect for self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) share responsibility for community welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) value and respect cultural and community diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) understand and value social justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity and Enterprise, including encouragement to	P1-3	P4-5	P6-7
a) develop independent thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) define problems and suggest or work through solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) use creative forms of self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) observe and reflect on their social, natural and made environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



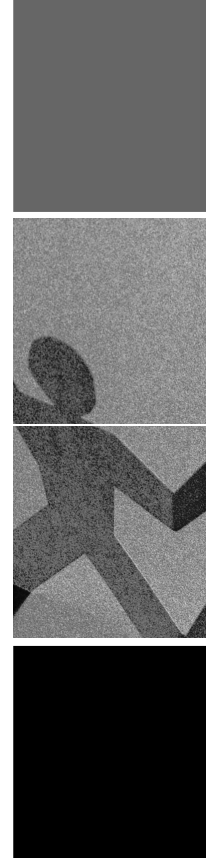
2. What opportunities are there for pupils to take part in the following kinds of classroom decision making?

- Topics to be studied (for example through individual project work, personal reading)
- Approaches to learning and teaching (for example, individual work, use of ICT, group work)
- The rules and procedures of the classroom.

3. In what ways are pupils involved in evaluating approaches to learning and teaching?

Please consider the following methods, ticking different year groups where the method is used and leaving blank where it is not used.

	P1-3	P4-5	P6-7
Class/group discussion			
Pupil evaluation questionnaires			
Profiling methods allowing comment on effectiveness of teaching and learning			
Self and peer evaluation			
Other (<i>please specify</i>)			

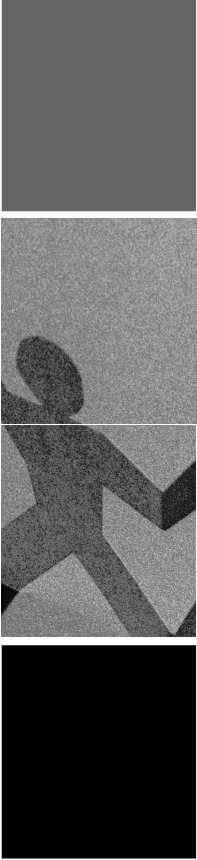


C. Cross-curricular Activities

Cross-curricular activities are coordinated activities involving more than one class or stage. They may include induction activities, school events such as drama performances, enterprise activities or equal opportunities events, for example anti-racist education.

1. How are the following cross-curricular issues catered for in your school? Enter brief details in the space provided in Column 1. Please indicate the year group(s) and the approximate percentage of pupils from that year group who are involved.

Column 1	P1-3	P4-5	P6-7
Equal opportunities events (for example concerned with gender or race issues)			
Enterprise activities			
Environmental education			
Global education/European awareness			
Managing positive behaviour			
Media education			
Other(s) <i>(please specify)</i>			



D. School–community Links

1. What opportunities exist for pupils to be involved in link activities within the local community? Please specify the approximate percentage of pupils who participate at each stage.

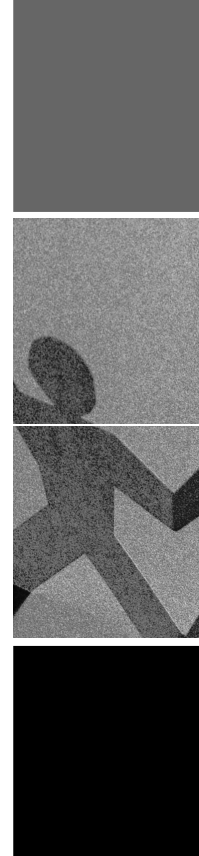
	P1–3	P4–7
Enterprise/education for work activities		
Community involvement, social service		
Local investigations		
Sporting events and competitions, involving other schools and/or organisations		
Cultural events and competitions, including public performances		
Other (please specify)		

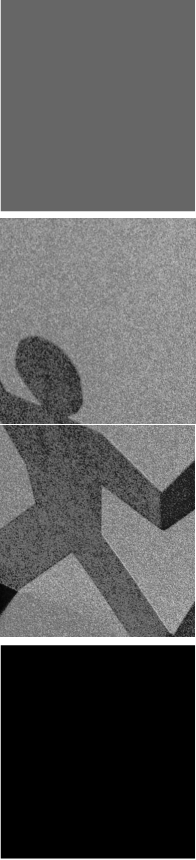
2. Please list activities organised in your school involving the following members of the local community. Activities may be whole-school, cross-curricular or departmental.
- Elected representatives, i.e. local councillors, MSPs, MPs, MEPs

 - Community councillors

- Police and other emergency services
- Community education workers/community development officers
- Members of the business community
- Voluntary organisations, including churches, charities and pressure groups (*please specify*)
- Parents and members of the community with specific knowledge and skills
- Former pupils

3. **Are there any international links involving pupils in your school? If so, please describe, indicating the number of pupils taking part.**





Evaluation

Pupils' Evaluation of Education for Citizenship

Education for Citizenship

Citizenship is about being a member of a community and making a good contribution to that community.

A community is a group of people who know one another, share some activities, and help one another out in times of difficulty.

We are all members of many different communities. Maybe you can think of some that you belong to.

In this activity we are going to consider some of the following communities we all belong to:

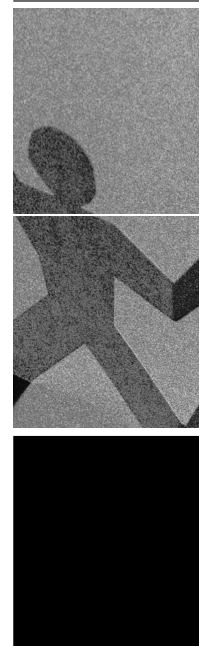
- our family
- our school
- our local area
- our village, town or city
- our country
- our world

Our Family Community

Your family is the group of people that you stay with most of the time.

People's families contain different kinds of people.

Your family might be your mother and/or father and maybe one or more brothers and sisters. Other people who might be in your family are your grandparents, a guardian, a step-parent, foster parents, aunts, uncles and cousins. Sometimes a friend or neighbour is in the house so much that they are like family too. Sometimes a close relative has to be away a lot because of work or illness, or for some other reason, but they are also 'family'.

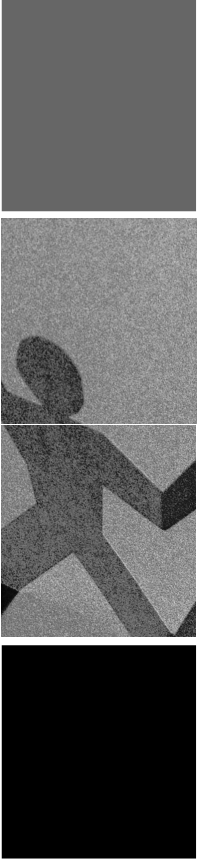


Think about these questions with your teacher

What activities do family members do together?

In what ways do family members help one another out?

Do any of the things you learn in school help you to be a helpful family member?



Rights and Responsibilities – in the Family

An important part of being a citizen in any community is understanding that you have rights and responsibilities. These are often supported by ‘rules’ about the way people should behave.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to protection from violence.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to care for close family members who are ill.

Rules – most communities have rules about the way people should behave. Rules affecting families may be formal, for example the law about attending school. At other times they can be informal, for example your family may have its own rules about who tidies up different parts of the house.

What rights do children have in their families?

What responsibilities do children have in their families?

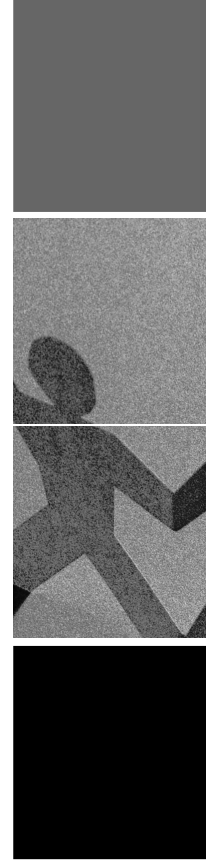
Are there any ‘rules’ about these things in your family?

Do you get a chance to discuss the rules at home?

Our School Community

In Scotland the law says that children must attend school from the age of 5 until the age of 16. Children and parents often decide that schooling should last for much longer, so many children attend nursery school before 5 and stay on at school after 16. Many young adults also go to college and university to gain advanced qualifications.

You will spend many, many hours in 'school', so your school too becomes a community. Your school is not just pupils and students, but is also all the teachers, secretaries, janitors, cleaners and others who work there.



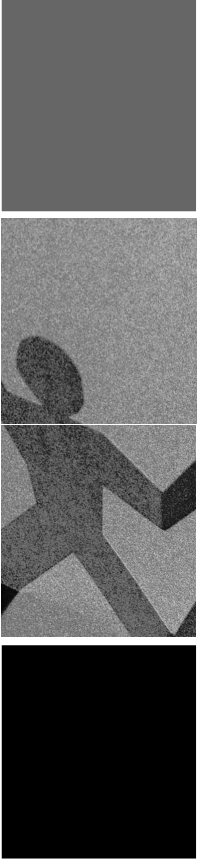
What activities do people do together in school?

In what ways do people help one another out in school?

Can you think of times when you've been able to help other people in school?

Or times when someone else has helped you?

Do people always get the help they need?



Rights and Responsibilities – in School

In your school you also have rights and responsibilities, and there are rules, both formal (like written rules) and informal (like the way your teachers expect you to behave), to try to make sure people carry these out.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to protection from violence.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to disrupt others' work in school.

Rules – schools have rules about the way people should behave. These may be about matters such as safety or treating others with respect.

Often classes agree their own rules with their teacher to help make learning more enjoyable and effective. Many schools have a pupil council that enables children to take part in school decision making.

What rights do children have in school?

What responsibilities do children have in school?

Are there school 'rules' about any of these things?

Have you ever had any opportunity to help decide how things are done in school?

The Local Community

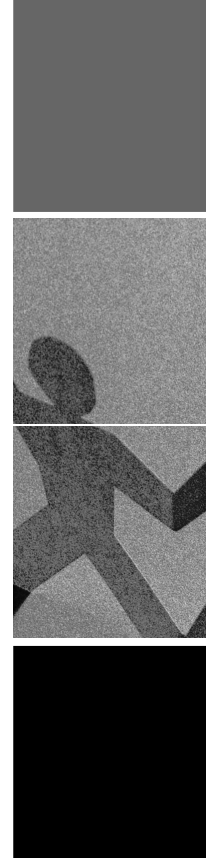
The local community is the people who live around you or around your school – your neighbours or the school's neighbours.

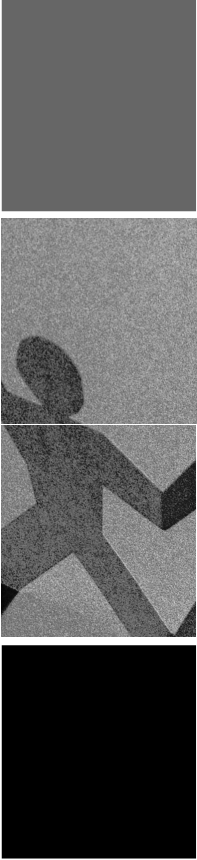
Everyone wants to live happily in their neighbourhood, but groups of people who live near to one another aren't always a 'community'. Does your local area meet the criteria to be called a community (i.e. people know one another, do things together, help one another out in difficulty)?

Things we do together with our neighbours

Ways people in our local community help one another out

Are there things you could learn, to become an even more helpful member of your local community?





Rights and Responsibilities – in the Local Community

People have rights and responsibilities in their local communities, and there are laws and sometimes more informal rules to help ensure these are carried out. Laws are rules that have been agreed by Parliament; there are usually penalties if we break the law.

Rights – things that we are entitled to (this is how people should be treated), for example we have the right to walk to school safely

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to damage our neighbours' property

Rules – in the local community important rules are often laws or local by-laws, for example speed limits near schools and parks or laws about litter or breach of the peace. Sometimes neighbours form groups to try to ensure that the law is observed, for example Neighbourhood Watch schemes or anti-litter groups.

What rights do children have in their local area?

(These may be to do with the right to be safe, or the right to play.)

What responsibilities do children have in their local area?

(We are always responsible for making sure other people get their rights, for example the right to peace and quiet, or to privacy.)

Can you think of any local groups that try to protect rights in the community or persuade people to behave responsibly?

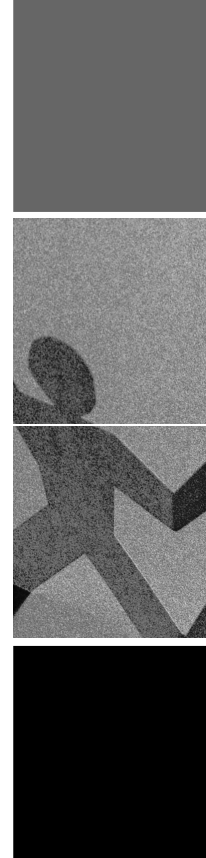
The Town or City Community

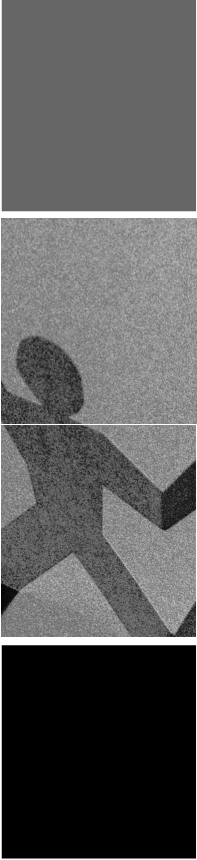
Nowadays most of us live in bigger groups of people – in large villages, towns or cities. We cannot know all the people who live in our place, but we feel that we belong to Glasgow or Aberdeen or Inverness, or wherever it is we live.

What is the name of the town or city you belong to? _____

What do people who live in _____ have in common?

How does _____ help its citizens to live happy, safe and healthy lives?





Rights and Responsibilities – in the Town or City

We all have rights and responsibilities in our towns and cities, and there are a lot of rules to try to make sure that life goes on smoothly.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to a good education.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to attend school.

Rules – in towns and cities these are usually laws, although there may be informal rules to do with local traditions, sporting activities, and other local events.

What rights do children have in their town or city?

(These may be to do with the right to education or to safety, for example.)

What responsibilities do children have in their town or city?

(Often these involve making good use of the services provided, for example attending school, observing rules about road safety.)

Can you think of some additional responsibilities that adults have in their town or city? *(These may be to do with voting, or paying council tax.)*

Our National Community

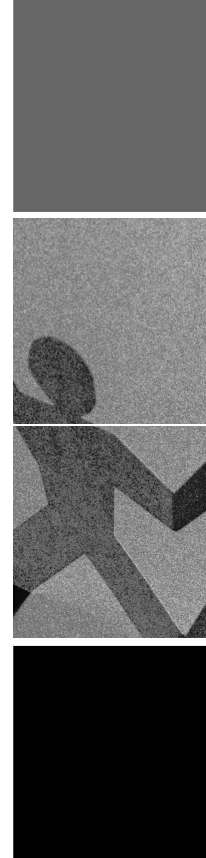
We also belong to a country. People who live in Scotland belong to Scotland. Some people have more than one country. People who have come to live in Scotland from somewhere else, or have many family members in another part of the world, may think of themselves as belonging to another country as well as Scotland, for example as French or American or English or Indian, as well as Scottish.

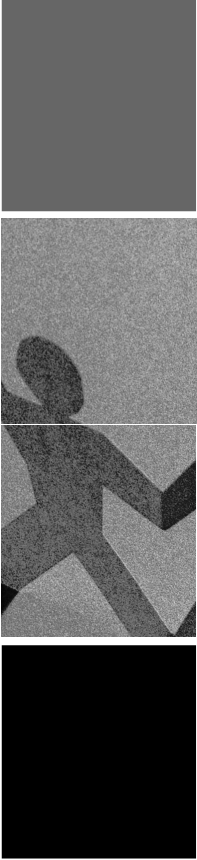
What kinds of things do people in Scotland have in common?

Is there anything that makes you feel proud of being Scottish?

Is there anything you think could be better about Scotland?

How does Scotland help its citizens?





Rights and Responsibilities – in the Nation

In most communities, we have rights and responsibilities. In Scotland there are laws that affect our lives in many ways.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to good health care.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to break the law.

Rules – at national level these are usually laws.

We have a say in the law of our country through the Scottish Parliament. Adults elect the Members of the Scottish Parliament who make some of our laws. All of us may speak to our MSPs at any time if we are not happy about something they could help us with.

What rights do children have in Scotland?

(Think about the right to health care, to a good education and to training for work.)

What responsibilities do children have in Scotland?

(These are often to do with not breaking the law, or learning about the way the law is made, enforced and, where necessary, changed.)

Can you think of additional responsibilities adults have in Scotland?

(Some examples are voting, paying income tax and making sure their children attend school.)

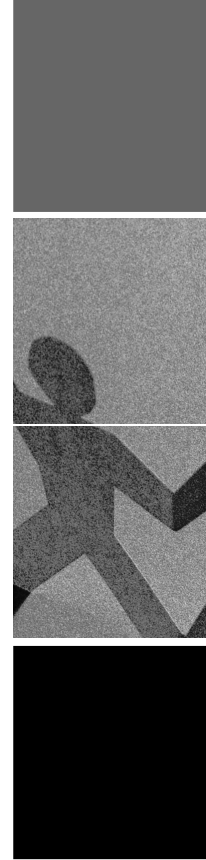
Our World Community

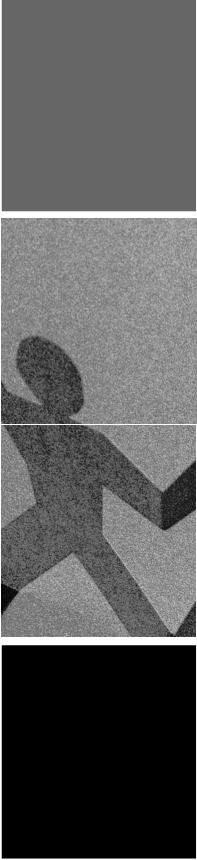
We are all citizens of the world. We depend on the world for the resources we use to survive – food, water, fuel and other important raw materials. Our children and grandchildren will also be citizens of the world, and will need the world's resources in order to be able to survive.

What things can you think of in your own daily life that depend on resources from other parts of the world, or work done by people in other parts of the world?

(Think about the food you eat, your possessions, and the transport you use.)

What problems does the world face that we need to get together with others to solve?





Rights and Responsibilities – in the World

We have rights and responsibilities as world citizens. World rules are usually less formal. **Representatives from around the world take part in discussions and form agreements in order to make the world a better place.**

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to our nationality.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to protect the world's environment.

Rules – our Government has signed up to a number of agreements known as treaties and conventions, for example:

- The UN Convention on the Rights of the Child
- The Geneva Convention on the Rules of War.

There are a number of international courts, such as the European Court of Justice, that have a big influence on our national law.

What rights do children have in the world?

(Think about the right to live in peace, to clean air, and to protection from disease.)

What responsibilities do children have to the world?

(Think about what children can do to reduce pollution and encourage recycling of resources.)