Citizenship

ok to study
the story we
lly about ti
racism is t
wer than yo
ant and low

The National Curriculum for England www.nc.uk.net

Key stages 3–4

Excellence
in schools

Contents

Foreword

The National Curriculum lies at the heart of our policies to raise standards. It sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how performance will be assessed and reported. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning.

Getting the National Curriculum right presents difficult choices and balances. It must be robust enough to define and defend the core of knowledge and cultural experience which is the entitlement of every pupil, and at the same time flexible enough to give teachers the scope to build their teaching around it in ways which will enhance its delivery to their pupils.

The focus of this National Curriculum, together with the wider school curriculum, is therefore to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with a guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime.

An entitlement to learning must be an entitlement for all pupils. This National Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These also include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Until now, ours was one of the few national curricula not to have a statement of rationale setting out the fundamental principles underlying the curriculum. The handbooks for primary and secondary teachers include for the first time such a statement.

This is also the first National Curriculum in England to include citizenship, from September 2002, as part of the statutory curriculum for secondary schools. Education in citizenship and democracy will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society. The handbooks also provide for the first time a national framework for the teaching of personal, social and health education. Both elements reflect the fact that education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.

Rt Hon David Blunkett
Secretary of State for Education
and Employment

Sir William Stubbs
Chairman, Qualifications
and Curriculum Authority

About this booklet

This booklet:

- sets out the legal requirements of the National Curriculum in England for citizenship
- provides information to help teachers implement citizenship in their schools.

It has been written for coordinators, subject leaders and those who teach citizenship, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers. The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications and related materials can be found on the National Curriculum web site at www.nc.uk.net.

About citizenship in the National Curriculum

The structure of the National Curriculum

The programmes of study[1] set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for citizenship.

The programmes of study

From August 2002, schools will have a statutory responsibility to teach the programmes of study for citizenship at key stages 3 and 4. The programmes of study set out what pupils should be taught in citizenship and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of citizenship in which pupils make progress:

- becoming informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action.

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

Attainment target and end of key stage descriptions

The attainment target for citizenship sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage'[2]. In citizenship, the attainment target consists of an end of key stage description for key stage 3 and one for key stage 4.

End of key stage descriptions describe the type and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

[1] The Education Act 1996, section 353b, defines a programme of study as the 'matters, skills and processes' that should be taught to pupils of different abilities and maturities during the key stage.
[2] As defined by the Education Act 1996, section 353a.

Assessing attainment at the end of a key stage

As citizenship will not be introduced until 2002, further information about assessment will be available in due course.

Learning across the National Curriculum

The importance of citizenship to pupils' education is set out on page 12. The handbooks for primary and secondary teachers also set out in general terms how the National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The examples below indicate specific ways in which the teaching of citizenship can contribute to learning across the curriculum.

Promoting pupils' spiritual, moral, social and cultural development through citizenship

For example, citizenship provides opportunities for:

- *spiritual development,* through fostering pupils' awareness and understanding of meaning and purpose in life and of differing values in human society
- *moral development,* through helping pupils develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society
- *social development,* through helping pupils acquire the understanding and skills needed to become responsible and effective members of society
- *cultural development,* through helping pupils understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

Promoting key skills

For example, citizenship provides opportunities for pupils to develop the key skills of:

- *communication,* through researching, discussing and sharing information and ideas about a wide variety of social, political and community issues
- *application of number,* through examining statistics to consider the ways they are used and abused in a variety of social and political contexts
- *IT,* through using and applying ICT to analyse issues, events and problems
- *working with others,* through sharing ideas, formulating policies and taking part in responsible action in communities
- *improving own learning and performance,* through reflecting on their own and others' ideas and achievements, and setting targets for future involvement and improvement
- *problem solving,* through becoming involved in political and community issues.

Promoting other aspects of the curriculum

For example, citizenship provides opportunities to promote:

- *thinking skills,* through helping pupils to engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation
- *financial capability,* through developing pupils' understanding of the nature and role of money in society and developing skills in its use
- *enterprise and entrepreneurial skills,* through developing pupils' understanding of the importance of these skills for a thriving economy and democracy

- *work-related learning,* through helping pupils to appreciate the link between learning and work for a thriving economy and society
- *education for sustainable development,* through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision-making processes that affect the quality, structure and health of environments and society and exploring values that determine people's actions within society, the economy and the environment.

The programmes of study for citizenship

A common structure and design for all subjects

The programmes of study

The National Curriculum programmes of study have been given a common structure and a common design.

In each subject, at each key stage, the main column **1** contains the programme of study, which sets out two sorts of requirements:

- **Knowledge, skills and understanding** **2** – what has to be taught in the subject during the key stage
- **Breadth of study** **3** – the contexts, activities, areas of study and range of experiences through which the **Knowledge, skills and understanding** should be taught.

Schools are not required by law to teach the content in grey type. This includes the examples in the main column [printed inside square brackets], all text in the margins **4** and information and examples in the inclusion statement. In the programmes of study *italic type* is used to emphasise options, where schools and teachers can choose between requirements.

The programmes of study for English, mathematics and science

The programmes of study for English and science contain sections that correspond directly to the attainment targets for each subject. In mathematics this one-to-one correspondence does not hold for all key stages – see the mathematics programme of study for more information. In English, the three sections of the programme of study each contain **Breadth of study** requirements. In mathematics and science there is a single, separate set of **Breadth of study** requirements for each key stage.

The programmes of study in the non-core foundation subjects

In these subjects (except for citizenship) the programme of study simply contains two sets of requirements – **Knowledge, skills and understanding** and **Breadth of study**. The programmes of study for citizenship contain no **Breadth of study** requirements.

Information in the margins

At the start of each key stage, the margin begins with a summary **5** of the main things that pupils will learn during the key stage. The margins also contain four other types of non-statutory information:

- notes giving key information that should be taken into account when teaching the subject
- notes giving definitions of words and phrases in the programmes of study
- suggested opportunities for pupils to use information and communication technology (ICT) as they learn the subject
- some key links with other subjects indicating connections between teaching requirements, and suggesting how a requirement in one subject can build on the requirements in another in the same key stage.

The referencing system

References work as follows:

| A reference in …	… reads …	… and means …
Physical education key stage 2	**11a, 11b → links to other subjects** These requirements build on Gg/2c.	Physical education key stage 2, requirements 11a and 11b build on geography (key stage 2), paragraph 2, requirement c.
Art and design key stage 1	**4a → links to other subjects** This requirement builds on Ma3/2a, 2c, 2d.	Art and design key stage 1, requirement 4a builds on mathematics (key stage 1), Ma3 Shape, space and measures, paragraph 2, requirements a, c and d.
Citizenship key stage 3	**1a → links to other subjects** This requirement builds on Hi/10, 13.	Citizenship key stage 3, requirement 1a builds on history (key stage 3) paragraphs 10 and 13.

The attainment target

The attainment target **6** is at the end of this booklet.
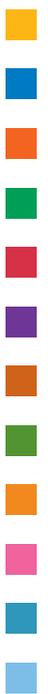
The importance of citizenship

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.

Citizenship is complemented by the framework for personal, social and health education at key stages 3 and 4.

> I feel it is a good book to study,
> lives today and from the story we
> way back and it's really about tim
> personally think that racism is th
> making someone feel lower than you
> into is futile, ignorant and low.

"Please we need help! Our village and many others are starving to death. We used to grow our own food and we did quite well, but the Government encouraged us to start growing coffee beans instead. We all thought that we would have more money with which we could buy food. We did for a while until the coffee beans gradually went down in price. Now we are suffering because people in your country are producing more coffee beans, which means we have to bring down the price of ours to make sure we stay in business. We are a poor country and whatever we have money, no matter how much, or food no matter how little, it's so important. You take the food and clothes and the money you have for granted. Please think of us while you're having your dinner because you can be sure we won't be having any tonight."

There are two reasons why I initially joined the council. One, because I like to have a say in things that go on, and I wanted to see things happen. I wanted to see changes in the school and I suppose that's selfish but it's also I think that I don't want to see everyone getting a raw deal.

as it is relevant to racism in our

can see that racism goes a long

e that it was stopped for good. I

e cruellest form of prejudice, as

rself for something they are born

Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in school, and radiating out.

Professor Bernard Crick, Birkbeck College, London

We need to be aware of the racial diversity that exists in our society and value each individual.

Doreen Lawrence

It is only when you know how to be a citizen of your own country that you can learn how to be a citizen of the world.

Terry Waite, CBE

Citizenship education will enhance understanding of and participation in our democratic, legal and other civic processes.

Rt Hon Betty Boothroyd, Speaker of the House of Commons

Create a society where people matter more than things.

Archbishop Desmond Tutu

Programme of study: citizenship

Key stage 3

During key stage 3 pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

1a → links to other subjects
This requirement builds on Hi/10, 13.

1b → links to other subjects
This requirement builds on Hi/2b and Gg/6f and A&D/5d and Mu/5e.

1c–1e → links to other subjects
These requirements build on Hi/9, 10.

1h, 1i → ICT opportunity
Pupils could explore the growing importance of the internet, e-mail and e-commerce.

1i → links to other subjects
This requirement builds on Sc2/5a and Hi/13 and Gg/3b, 3e, 5a, 5b, 6f, 6h–6k and MFL/4c.

2a → links to other subjects
This requirement builds on En2/4a–4c.

2b → links to other subjects
This requirement builds on En1/1a–1e and En3/1i–1o.

2b → ICT opportunity
Pupils could use e-mail to exchange views.

2c → links to other subjects
This requirement builds on En1/3.

Knowledge, skills and understanding

Teaching should ensure that **knowledge and understanding about becoming informed citizens** are acquired and applied when **developing skills of enquiry and communication**, and **participation and responsible action**.

Knowledge and understanding about becoming informed citizens

1   Pupils should be taught about:
   a   the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
   b   the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
   c   central and local government, the public services they offer and how they are financed, and the opportunities to contribute
   d   the key characteristics of parliamentary and other forms of government
   e   the electoral system and the importance of voting
   f   the work of community-based, national and international voluntary groups
   g   the importance of resolving conflict fairly
   h   the significance of the media in society
   i   the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

Developing skills of enquiry and communication

2   Pupils should be taught to:
   a   think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
   b   justify orally and in writing a personal opinion about such issues, problems or events
   c   contribute to group and exploratory class discussions, and take part in debates.

Developing skills of participation and responsible action

3   Pupils should be taught to:
   a   use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
   b   negotiate, decide and take part responsibly in both school and community-based activities
   c   reflect on the process of participating.

Programme of study: citizenship

Key stage 4

Knowledge, skills and understanding

Teaching should ensure that **knowledge and understanding about becoming informed citizens** are acquired and applied when **developing skills of enquiry and communication**, and **participation and responsible action**.

Knowledge and understanding about becoming informed citizens

1 Pupils should be taught about:

   a   the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems

   b   the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

   c   the work of parliament, the government and the courts in making and shaping the law

   d   the importance of playing an active part in democratic and electoral processes

   e   how the economy functions, including the role of business and financial services

   f   the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

   g   the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion

   h   the rights and responsibilities of consumers, employers and employees

   i   the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations

   j   the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Developing skills of enquiry and communication

2 Pupils should be taught to:

   a   research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics

   b   express, justify and defend orally and in writing a personal opinion about such issues, problems or events

   c   contribute to group and exploratory class discussions, and take part in formal debates.

During key stage 4 pupils continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

1i → links to other subjects
This requirement builds on MFL/5i.

Note for 1j
Local Agenda 21 gives local authorities responsibility to improve sustainable development.

1j → links to other subjects
This requirement builds on Sc2/4b, 4c (single) and Sc2/5b, 5c (double).

2a → links to other subjects
This requirement builds on En2/4a–4c and Ma4/5k (foundation and higher).

2b → links to other subjects
This requirement builds on En1/1a–1e and En3/1i–1o.

2c → links to other subjects
This requirement builds on En1/3.

Developing skills of participation and responsible action

3   Pupils should be taught to:

a   use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own

b   negotiate, decide and take part responsibly in school and community-based activities

c   reflect on the process of participating.

General teaching requirements

Inclusion: providing effective learning opportunities for all pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

A   Setting suitable learning challenges

B   Responding to pupils' diverse learning needs

C   Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

A   Setting suitable learning challenges

1   Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

2   For pupils whose attainments fall significantly below the expected levels at
    a particular key stage, a much greater degree of differentiation will be necessary.
    In these circumstances, teachers may need to use the content of the programmes
    of study as a resource or to provide a context, in planning learning appropriate
    to the age and requirements of their pupils.[1]

3   For pupils whose attainments significantly exceed the expected level of
    attainment within one or more subjects during a particular key stage, teachers
    will need to plan suitably challenging work. As well as drawing on materials
    from later key stages or higher levels of study, teachers may plan further
    differentiation by extending the breadth and depth of study within individual
    subjects or by planning work which draws on the content of different subjects.[2]

B   Responding to pupils' diverse learning needs

1   When planning, teachers should set high expectations and provide
    opportunities for all pupils to achieve, including boys and girls, pupils with
    special educational needs, pupils with disabilities, pupils from all social and
    cultural backgrounds, pupils of different ethnic groups including travellers,
    refugees and asylum seekers, and those from diverse linguistic backgrounds.
    Teachers need to be aware that pupils bring to school different experiences,
    interests and strengths which will influence the way in which they learn.
    Teachers should plan their approaches to teaching and learning so that all
    pupils can take part in lessons fully and effectively.

2   To ensure that they meet the full range of pupils' needs, teachers should be
    aware of the requirements of the equal opportunities legislation that covers
    race, gender and disability.[3]

3   Teachers should take specific action to respond to pupils' diverse needs by:
    a   creating effective learning environments
    b   securing their motivation and concentration
    c   providing equality of opportunity through teaching approaches
    d   using appropriate assessment approaches
    e   setting targets for learning.

Examples for B/3a – creating effective learning environments
Teachers create effective learning environments in which:
- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view
  positively differences in others, whether arising from race, gender, ability
  or disability

---

[1] Teachers may find QCA's guidance on planning work for pupils with learning difficulties a helpful
    companion to the programmes of study.
[2] Teachers may find QCA's guidance on meeting the requirements of gifted and talented pupils
    a helpful companion to the programmes of study.
[3] The Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995.

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Examples for B/3b – securing motivation and concentration

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

Examples for B/3c – providing equality of opportunity

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**)

Examples for B/3d – using appropriate assessment approaches
Teachers use appropriate assessment approaches that:
- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

Examples for B/3e – setting targets for learning
Teachers set targets for learning that:
- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1   Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2   Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3   Teachers should take specific action to provide access to learning for pupils with special educational needs by:

a   providing for pupils who need help with communication, language and literacy

b   planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

c   planning for pupils' full participation in learning and in physical and practical activities

d   helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work

e   helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Examples for C/3a – helping with communication, language and literacy
Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Examples for C/3b – developing understanding
Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Examples for C/3c – planning for full participation
Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Examples for C/3d – managing behaviour

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

Examples for C/3e – managing emotions

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

Pupils with disabilities

4   Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

5   Teachers should take specific action to enable the effective participation of pupils with disabilities by:
    a   planning appropriate amounts of time to allow for the satisfactory completion of tasks
    b   planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
    c   identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Examples for C/5a – planning to complete tasks

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for C/5b – developing skills in practical aspects

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Examples for C/5c – overcoming specific difficulties

Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

Pupils who are learning English as an additional language

6   Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7   The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

8   Teachers should take specific action to help pupils who are learning English as an additional language by:
    a   developing their spoken and written English
    b   ensuring access to the curriculum and to assessment.

Examples for C/8a – developing spoken and written English

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.
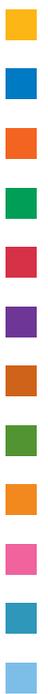
Use of language across the curriculum

1   Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

Writing

2   In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

Speaking

3   In speaking, pupils should be taught to use language precisely and cogently.

Listening

4   Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

Reading

5   In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

6   Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].

Use of information and communication technology across the curriculum

1   Pupils should be given opportunities[1] to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects (with the exception of physical education at key stages 1 and 2).

2   Pupils should be given opportunities to support their work by being taught to:

a   find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility

b   develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy

c   exchange and share information, both directly and through electronic media

d   review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

[1] At key stage 1, there are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1. At other key stages, there are statutory requirements to use ICT in all subjects, except physical education.

The attainment target
for citizenship

About the attainment target

The attainment target for citizenship sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage'[1]. In citizenship, the attainment target consists of an end of key stage description for key stage 3 and one for key stage 4.

End of key stage descriptions describe the type and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

Assessing attainment at the end of a key stage

As citizenship will not be introduced until 2002, further information about assessment will be available in due course.

[1] As defined by the Education Act 1996, section 353a.

Attainment target for citizenship

End of key stage descriptions

The following descriptions describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

Key stage 3

Pupils have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of how and why changes take place in society. Pupils take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

Key stage 4

Pupils have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems. They obtain and use different kinds of information, including the media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society. Pupils take part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.

Acknowledgements

Excellence in schools

This booklet:

■ sets out the legal requirements of the National Curriculum in England for citizenship

■ provides information to help teachers implement citizenship in their schools.

It has been written for coordinators, subject leaders and those who teach citizenship, and is one of
a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers. The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications and related materials can be found on the National Curriculum web site at www.nc.uk.net.