



## Democratic Life Response to the National Curriculum Review Call for Evidence

13 April 2010

### 1. Introduction

- 1.1. Citizenship is a unique subject combining academic knowledge of politics, law and the economy with practical social action. No other curriculum subject addresses these areas.
- 1.2. Citizenship education is an internationally recognised and respected subject. The recent IEA International Civic and Citizenship Education Study (ICCS) shows that 20 out of 38 countries surveyed include a specific subject for civic or citizenship education in their national curricula. England has been seen as a world leader in developing a curriculum for citizenship.
- 1.3. Despite the ongoing challenges of a lack of specialist trained teachers and resources for the subject, significant progress has been made in improving the quality of teaching and learning in schools.
- 1.4. Indeed, where citizenship is championed by school leaders and supported by specialist trained teachers, positive outcomes are achieved not only in citizenship classes, but across the school:
  - David Barrs (headteacher, Anglo European School, Essex): 'We regard citizenship education as a "subject plus" at our school because, as well as being the only curriculum subject that develops young people's understanding of politics, democracy, the law and the economy, it impacts directly on student voice, community cohesion, relationships, behaviour, and our ethos and reputation.'
  - Keith Ajegbo (former headteacher, Deptford Green School, London): 'My ambition...was to improve the motivation of pupils at my large inner-city comprehensive school...[and] through our development of citizenship we saw a steady and continuous improvement in exam results, turning us into a high-performing school.'
  - Rachel Warwick (headteacher, Didcot Girls' School, Oxfordshire): 'Citizenship education is delivered throughout [Didcot Girls' School] by subject specialists...I have found the difference this makes to our school astounding. Our students understand how to campaign for change. They realise that they have a voice and understand that it is essential they exercise this voice in a living democracy.'
  - William Atkinson (headteacher, Phoenix High School, London): 'I have always been very keen for students...to be involved in active

citizenship projects as these activities empower young people and enable them to develop the types of skills that will benefit them throughout their lives. I have witnessed first hand how participation in such programmes builds pupils' confidence and motivation to engage in and with wider society.'

- Now is the time to learn from citizenship education's successes – and failures – in order to create a new vision for National Curriculum citizenship, one that ensures all students benefit from the best teaching and learning. It would be a retrograde and damaging decision to remove the subject from the National Curriculum and deny our children political, legal and economic education.

## 2. About Democratic Life

- 2.1. Democratic Life ([www.democraticlife.org.uk](http://www.democraticlife.org.uk)) is a coalition of 36 organisations and many hundreds of committed heads, teachers, parents and committed individuals, who have come together to champion citizenship education as the only curriculum subject that teaches young people about their rights and responsibilities as citizens and how young people can participate effectively in our democracy and society.
- 2.2. A key aim of Democratic Life is to achieve a cross-party consensus on the important role citizenship education plays in ensuring the health of our democracy. Democratic Life is not aligned with any political party.
- 2.3. Democratic Life's founding members are: Association of Citizenship Teachers (ACT), Amnesty International UK, British Youth Council (BYC), Citizenship Foundation, Community Service Volunteers (CSV), the Hansard Society, Institute for Global Ethics UK Trust, Involvement, and Learning and Skills Network (LSN);
- 2.4. Our supporting organisations include the Law Society, The Co-operative, UNICEF UK and Anne Frank Trust UK, among many others (see Appendix 1).

## 3. Response to specific call for evidence questions: National Curriculum (section C)

### 3.1. **Question 6a) What do you think are the key strengths of the current National Curriculum?**

- 3.2. The key strengths of the current National Curriculum are:
  - Clear aims that teachers, parents and the public at large can understand and that provide a sound rationale of what the National Curriculum is trying to achieve for all children.
  - A broad and balanced range of subjects that ensures our children develop essential knowledge, understanding and skills to prepare them for the challenges of working and adult life in the 21<sup>st</sup> century.
  - Established national standards that provide high expectations of achievement for all children and clear progression in subject knowledge, understanding and skills between primary and secondary phases.
  - A clear and statutory statement on inclusion.

### 3.3. **Question 6b) What do you think are the key things that should be done to improve the current National Curriculum?**

- 3.4. To improve the current National Curriculum, we suggest:
  - Review how teaching requirements for each subject are specified. A new approach – for example, one that focuses on expected outcomes –

could allow teachers to be more flexible and creative, whilst also maintaining the breadth of subjects included in the National Curriculum.

- Be clearer about the distinction between statutory teaching requirements and useful information and guidance for teachers.
- Sharpen the description of the knowledge component so that it reads 'knowledge and understanding about' and 'knowledge and understanding to' to recognise knowledge of processes as well as concepts and facts.
- Support the National Curriculum with planning and assessment principles to help schools (maintained, free, independent and academies) design their own curriculum to support high achievement and a broad and balance curriculum for all children.

**3.5. Question 7a) What are the key ways in which the National Curriculum can be slimmed down?**

3.6. To slim down the National Curriculum, we suggest:

- Looking at curricula from other countries, which show how less prescription can be achieved by specifying outcomes, rather than inputs or teaching requirements, for each subject.
- Placing more emphasis on the essential knowledge, concepts and processes, but without excessive levels of detail or lists of examples of what should be included (as are provided currently in the 'range' sections and guidance accompanying notes).
- Developing a common set of standards for essential skills to be used across and within subjects, rather than the current approach that specifies similar lists of skills for each subject separately. For example, this might include literacy, numeracy, oracy, research and enquiry, critical thinking and evaluation, leadership and team work.

**3.7. Question 7b) Do you think that the proportion or amount of lesson time should be specified in any way in the National Curriculum; eg for particular subjects and/or within particular key stages?**

3.8. It would be a retrograde and prescriptive step to introduce mandatory teaching times for particular subjects. Time – how it is organised and allocated – should be left to teachers and schools to decide. Schools have different length days, different start and finish times, different lunch and break times. Prescribing minimum times would reduce the amount of choice schools have to organise their own curriculum. Learning in different subjects needs different amounts and organisations of time. For example, learning to speak a language is often better if short focussed lessons are provided every day; whilst active citizenship projects, scientific research and experiments, or PE may require longer periods of time. Ofsted reports show that successful citizenship can be taught using different approaches to time.

- 3.9. The government may wish to consider providing clearer guidelines to schools about the expected minimum teaching time per week for the whole curriculum.

#### 4. Response to specific call for evidence questions: Citizenship (section E)

##### **4.1. Question 15a) Citizenship is currently a compulsory NC subject, with a statutory Programme of Study, at KS 3 and 4. In future, do you think citizenship should continue to be a NC subject?**

- 4.2. Yes. We are convinced that Citizenship must remain a compulsory National Curriculum subject at key stages 3 and 4. Significant progress has been made in schools since its introduction. Citizenship should also be a compulsory National Curriculum subject at key stage 2.
- 4.3. Citizenship is a unique subject combining academic knowledge of politics, law and the economy with practical social action. No other subject addresses these areas of knowledge or skills. Citizenship teaches students knowledge of democracy including political institutions, parliament and government; justice including the operation of the justice system, the law and the courts; rights and responsibilities including political, legal and human rights; identities and diversity including how British society is changing; how devolved government and politics work; and the role of the UK internationally. This essential knowledge is contextualised and brought to life through the critical exploration of contemporary local, national, European and international issues and examples.
- 4.4. The National Curriculum must equip students with the knowledge, understanding and skills they need for further education and employment, and to play an effective role in public life. Citizenship knowledge is essential to develop politically literate, responsible and active citizens who can make a positive contribution to our economy, communities and democratic society.
- 4.5. Citizenship education also ensures that the National Curriculum in England fulfils important legal and diplomatic obligations to provide human rights education to young people.<sup>1</sup>

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<sup>1</sup> The UK Government is committed under article 29 of the UN Convention on the Rights of the Child to education directed at 'the development of respect for human rights and fundamental freedoms'. Unless there is specific provision in the curriculum, children in England will be potentially denied this right. (See: Office of the United Nations High Commissioner for Human Rights. *Convention on the Rights of the Child*. Available: <http://www2.ohchr.org/english/law/crc.htm>. Last accessed 6 April 2011.) The Committee of Ministers of the Council of Europe, of which the UK is a part, approved the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010). Indeed the Charter is dated 11 May 2010, so it was accepted formally by the present government. (See: Council of Europe. (2010). *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education - Recommendation*

- 4.6. In March and April 2011 Democratic Life created an online survey about citizenship education. 384 educationalists responded (Appendix 3). 87 per cent of respondents to our survey said that citizenship has led to improvements in students' knowledge and understanding of politics, the law and the economy.
- 4.7. The latest Ofsted subject report <sup>2</sup> shows that considerable progress has been made in citizenship in many secondary schools since 2006. However, in schools where there is a lack of senior leadership, a lack of specialist teaching, inadequate curriculum time and a lack of resources and understanding about the requirements for the subject, progress has been more limited. It is essential that high quality citizenship teaching becomes the norm in our schools and that we have high expectations of achievement for all our children.
- 4.8. Many schools testify to the benefits that have come about as a result of encouraging students to take more responsibility for the shared life of the school through citizenship education. As the NFER noted in its 2009 CELS report, school leaders and teachers are 'more positive about the impact of CE [citizenship education] on student confidence and behaviour and on their future actions and activities in the community ... they can see the wider benefits of CE [citizenship education] both for their schools, their students, and their communities.'<sup>3</sup> Indeed, 77.9 per cent of respondents to the Democratic Life survey said that the National Curriculum subject of citizenship has led to improvements in ethos and culture in their school.
- 4.9. Democratic Life's view is that, if citizenship education is not a National Curriculum subject with a statutory programme of study, most schools will not continue to teach citizenship education. In response to the question of whether their school would continue to teach citizenship if it became non-statutory, 74.1 per cent of respondents either said no or that they were unsure. 25.9 per cent felt that their schools were certain to continue teaching citizenship no matter what the circumstances.
- 4.10. Democratic Life members - who include those that run a wide range of charitable and corporate social responsibility programmes in schools that support citizenship education and engage young people in learning about politics, the law, the economy and their communities - fear that

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*CM/Rec(2010)7 and explanatory memorandum (2010)*. Available: <http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/6898-6-ID10009-Recommendation%20on%20Charter%20EDC-HRE%20-%20assembl%C3%A9.pdf>. Last accessed 6 April 2011.)

<sup>2</sup> Ofsted (2010), *Citizenship Established? Citizenship in schools 2006/09*, Manchester, Ofsted and National Foundation for Educational Research (2009), *Embedding Citizenship Education in Secondary Schools in England (2002-08): Citizenship Education Longitudinal Study Seventh Annual Report*, London, Department for Children, Schools and Families.

<sup>3</sup> National Foundation for Educational Research (2009), *Embedding Citizenship Education in Secondary Schools in England (2002-08): Citizenship Education Longitudinal Study Seventh Annual Report*, London, Department for Children, Schools and Families, 78.

without a clear location for citizenship education as a National Curriculum subject, schools will no longer offer, and children will no longer benefit from, these innovative and engaging programmes.

- 4.11. There is scope to reduce the burden placed on teachers by the current National Curriculum through less prescription (see paragraph 3.6). However, to shift the emphasis to a curriculum based on a narrow range of subjects and make citizenship non-statutory carries real risks for our schools, pupils and the health of our democratic society.
- 4.12. Question 15b) If yes, at what stages should this apply.
- 4.13. Citizenship must be retained as a National Curriculum subject at key stages 3 and 4. Citizenship should also be made statutory at key stage 2 to enhance the progress made by children at key stages 3 and 4, to ensure more children reach the expected standards in the subject and in recognition of the fact that many educationalists and primary schools agree that citizenship is an essential part of the curriculum they teach. Where primary schools teach about rights and responsibilities, such as through the UNICEF Rights Respecting Schools Programme, behaviour and engagement in learning improve.<sup>4</sup>
- 4.14. Citizenship at key stage 2 will ensure all children benefit from the very best start in primary education. It will give them a grounding in knowledge and understanding of the way our society is organised and help them make sense of our complex world. A secure basis of citizenship knowledge and understanding on which children can build and make progress will be significant in improving outcomes through their secondary education. Indeed, the final report of the Citizenship Education Longitudinal Study (CELS) found that students in the CELS cohort were more likely to have positive attitudes towards civic and political participation if they attended a school where citizenship education is taught regularly throughout their educational experience.<sup>5</sup> This CELS evidence supports our view that students should have more citizenship education, not less, to improve outcomes.
- 4.15. Maintaining statutory National Curriculum citizenship education at key stages 3 and 4 will also provide invaluable preparation for the National Citizen Service and post 16 citizenship education.
- 4.16. Question 15c) If you think citizenship should not be part of the NC at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

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<sup>4</sup> Professor Judy Sebba & Dr Carol Robinson (2010). *Evaluation of UNICEF UK's Rights Respecting Schools Award*. London: UNICEF UK. p18.

<sup>5</sup> National Foundation for Educational Research (2010), *Citizenship education in England 2001-2010: young people's practices and prospects for the future: the eighth and final report from the Citizenship Education Longitudinal Study (CELS)*, London, Department for Children, Schools and Families.

- 4.17. If a decision is taken to remove citizenship from the statutory National Curriculum, then it would be essential to retain the subject as a compulsory requirement with a non-statutory programme of study at key stage 2, 3 and 4. This, whilst not as robust as retaining the National Curriculum subject, would provide a clear signal to schools that citizenship is an important subject that must be taught to all pupils.
- 4.18. Question 15e) For any key stages in which you think citizenship should not be part of the NC, do you think that the Government should produce a non-statutory programme of study, to be used by schools as guidance?
- 4.19. Citizenship is too important to be left to chance and needs a clear and specific location in the curriculum. A non-statutory programme of study will do little to ensure that all students receive citizenship education.
- 4.20. Experience demonstrates why statutory status is so crucial: when citizenship education was made a non-statutory cross curricular theme in the National Curriculum in 1990 (by a Conservative government) 'the uptake of the subject was both sporadic and piecemeal'.<sup>6</sup> The introduction of citizenship education as a statutory National Curriculum subject was, in part, a recognition of the non-statutory model's inadequacies. It would be a step backwards to see citizenship as being about the ethos of the school; citizenship is then 'everywhere and nowhere'.
- 4.21. Statutory status has stimulated a demand for high quality teacher training and qualifications in the subject.<sup>7</sup> Statutory status has:
- ensured every child in state education at key stage 3 and 4 is entitled to a programme of citizenship education.
  - enabled the development of clear national standards of knowledge, understanding and skills for the subject.
  - stimulated a demand for specialist citizenship teachers, in part met by PGCE and Teach First training programmes and in part met through training of existing teachers.
  - created a range of innovative learning approaches to active citizenship.
  - supported a demand for GCSE and A level qualifications<sup>8</sup> in Citizenship Studies to recognise student achievement; with the GSCE being the fastest growing exam subject of the past ten years.

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<sup>6</sup> O'Hare, P. and Gay, O. (2006), *The Political Process and Citizenship Education*, London, House of Commons Library, 9.

<sup>7</sup> Successes in PGCE courses are reported by Ofsted in 'Citizenship Established?' (2010).

<sup>8</sup> Since the GCSE Citizenship Studies was introduced in 2002 more than 500,000 students have achieved the qualification. Last year just under 95,000 students achieved



- Removal of statutory status will damage this significant progress.

## 5. Response to specific call for evidence questions: International Comparisons (section G)

- 5.1. Question 27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.**
- 5.2. Looking at international comparisons has always been a part of developing the citizenship curriculum in England. During the work of the Crick Group in 1997-1998, the first international conference for citizenship education was held in London. The purpose was to find out what other countries were doing in relation to teaching about civics and citizenship education and to learn from their experiences. In the formulation of recommendations, Professor Sir Bernard Crick and his group considered the curriculum from countries such as Ireland, Korea, Singapore, New Zealand, and Canada. Since this first conference there have been a series of exchanges with the United States of America and conferences on the curriculum, assessment and teacher education with a wide range of other countries. England has also participated in a major international study, the IEA study of Civics and Citizenship (ICCS).<sup>9</sup>
- 5.3. The ICCS surveyed over 140,000 students in more than 5,300 schools from 38 countries including Finland, Korea, Taipei, Sweden, Ireland, Norway, Spain and England. Student data were augmented by data from more than 62,000 teachers in those schools. ICCS published an International Report and a European Report in late November 2010. The European Report involved 24 countries, including England, and investigated European civic and citizenship issues. DfE also published England's national report from ICCS at the same time (late November 2010).<sup>10</sup>
- 5.4. Twenty of the 38 countries include a specific subject for civic or citizenship education in their national curricula. Common topics addressed include: human rights, legal systems, parliament and government, elections and the economy as well as the role of media, European and international institutions and the environment.

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the GCSE. The AS level Citizenship Studies has a growing uptake and last year almost 10,000 students took the qualification.

<sup>9</sup> IEA (2010). *ICCS 2009 International Report: Civic knowledge, attitudes and engagement among lower secondary school students in thirty-eight countries*. Amsterdam.

<sup>10</sup> National Foundation for Educational Research (2010) *Young people's civic attitudes and practices: England's outcomes from the IEA International Civic and Citizenship Education Study (ICCS)*, London, Department for Children, Schools and Families.

- 5.5. We believe it is essential to continue to use international research and comparisons when developing the National Curriculum for citizenship education and for the education system as a whole for England.
- 5.6. It is also worth underlining the existence of the Five Nations Network on Education for Citizenship and Values.<sup>11</sup> The Network has been in existence for over 10 years. Comprising England, Ireland, Northern Ireland, Scotland and Wales, the network, through its annual conference and other collaborative activities, provides an important forum for the sharing of policy, practice and expertise within and across the participating countries. The contacts and evidence base that the Five Nations has steadily built up over the past ten years on citizenship education is one that should be incorporated into the curriculum review.
- 5.7. The Five Nations Network reveals how aspects of citizenship education are incorporated in the curricula of the United Kingdom's devolved nations, as well as in Ireland. The latter also participated in ICCS alongside England.
- 5.8. In Northern Ireland, there is an area of the curriculum called 'Personal Development and Mutual Understanding' at key stages 1 and 2, which incorporates some aspects of citizenship education. According to Northern Ireland's curriculum, '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.'<sup>12</sup> 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.<sup>13</sup>
- 5.9. In Wales PSE is a statutory cross-curricular learning requirement.<sup>14</sup> The majority of schools use the PSE Framework as the basis for designing their curriculum provision. The Personal Social Education (PSE) Framework includes the components of Active Citizenship and Education for Sustainable Development & Global Citizenship (ESDGC), which encompasses a number of essential citizenship concepts.<sup>15</sup> In this sense, aspects of citizenship are incorporated within statutory orders.

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<sup>11</sup> See [www.fivenations.net](http://www.fivenations.net).

<sup>12</sup> Northern Ireland Curriculum. *Personal Development & Mutual Understanding*. Available: [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/). Last accessed 6 April.

<sup>13</sup> Northern Ireland Curriculum. (). *Learning for Life and Work*. Available: [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/). Last accessed 6 April 2011.

<sup>14</sup> Welsh Assembly Government. *Framework*. Available: <http://wales.gov.uk/pesub/home/framework/;jsessionid=yCQTNP2SGL3W1znmqc2JkxGr1sGdvJ6r8yN0yQpWK15p1Jn5LmCB!-1022696525?lang=en>. Last accessed 6 April 2011.

<sup>15</sup> ESD & GC. *What is ESD&GC?*. Available: [http://www.esd-wales.org.uk/english/side/what\\_is.asp](http://www.esd-wales.org.uk/english/side/what_is.asp). Last accessed 6 April 2011.

- 5.10. In Scotland, whilst citizenship is not a distinct subject, aspects of citizenship education are included within the Social Studies area of the curriculum. Indeed, one of the key aims of Social Studies is to develop 'understanding of the principles of democracy and citizenship through experience of critical and independent thinking'.<sup>16</sup>
- 5.11. In Ireland, citizenship in the primary curriculum is included in Social Personal and Health Education, which develops 'an understanding of the democratic way of life and individual and group rights and responsibilities'.<sup>17</sup> Civic, Social and Political Education (CSPE) is a compulsory subject at junior secondary level. Based on seven concepts - rights and responsibilities, human dignity, democracy, interdependence, development, law, and stewardship - CSPE places a strong emphasis on active participatory citizenship. A new optional subject for Leaving Certificate students (16-18 years), Politics and Society, was approved in March 2011. It 'aims to develop the student's ability to be a reflective and active citizen, in a way that is informed by the insights and skills of social and political sciences'.<sup>18</sup>
- 5.12. Question 27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?**
- 5.13. In the ICCS, assessment of student knowledge in the survey is by a cognitive test of 80 items in the international survey and 20 items in the European survey on understanding and 'knowing facts'.
- 5.14. Finland and Denmark had the highest country civic knowledge scores of the 38 countries (Finland also topped the international comparison tables for reading and science in PISA 2009). England was 13th in the ICCS civic knowledge country scores below Finland, Denmark, Korea, Sweden, Ireland and Italy, but above Slovenia, Norway and Spain. Civic knowledge of the European Union (EU), its institutions, laws and policies, amongst young people in England is the lowest of all the 24 participating European countries.<sup>19</sup>
- 5.15. In summer 2010, the Finnish National Board of Education made changes to the national core curriculum for basic education and gen-

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<sup>16</sup> Learning and Teaching Scotland. *Social Studies: Experiences and Outcomes*. Available: [http://www.ltscotland.org.uk/Images/social\\_studies\\_experiences\\_outcomes\\_tcm4-539891.pdf](http://www.ltscotland.org.uk/Images/social_studies_experiences_outcomes_tcm4-539891.pdf). Last accessed 6 April 2011.

<sup>17</sup> National Council for Curriculum and Assessment. *Social, Personal and Health Education (SPHE) Curriculum*. Available: [http://www.curriculumonline.ie/en/Primary\\_School\\_Curriculum/Social,\\_Personal\\_and\\_Health\\_Education\\_SPHE\\_/Social,\\_Personal\\_and\\_Health\\_Education\\_SPHE\\_Curriculum/](http://www.curriculumonline.ie/en/Primary_School_Curriculum/Social,_Personal_and_Health_Education_SPHE_/Social,_Personal_and_Health_Education_SPHE_Curriculum/). Last accessed 13 April 2010.

<sup>18</sup> National Council for Curriculum and Assessment. *Politics and Society*. Available: [http://www.ncca.ie/en/Curriculum\\_and\\_Assessment/Post-Primary\\_Education/Senior\\_Cycle/Politics\\_and\\_Society/Politics\\_and\\_Society.html](http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/Politics_and_Society.html). Last accessed 13 April 2010.

<sup>19</sup> IEA (2010).

eral upper secondary education (which came into force on 1 August 2010). The adopted texts refer to the Council of Europe work on Education for Democratic Citizenship and Human Rights as the basis and inspiration for the reforms to their curriculum. We believe it is essential for England to demonstrate the same commitment to retaining citizenship education within the core National Curriculum as has been demonstrated by high achieving countries like Finland.

- 5.16. The ICCS also shows a complex picture of young people's attitudes and understanding of their societies and their role within them. Above all, it highlights a strong interrelationship between civic knowledge and participation, with students with higher civic knowledge reporting greater likelihood to participate in elections and in society now and in the future.

## 6. Further evidence: English Baccalaureate

- 6.1. In March 2011 Democratic Life submitted evidence to the Education Select Committee on the recently introduced English Baccalaureate. Our evidence argued that a 'Baccalaureate' is respected for a philosophy of breadth and balance that values a well rounded education. Both the International Baccalaureate (IB) and the Welsh Baccalaureate (Welsh Bacc), have a requirement for civic/community action or active citizenship, which underpins the qualification and enables students to see themselves as active participants in a wider community.
- 6.2. Unlike the IB and the Welsh Bacc, the EBacc does not include citizenship education (in the form of the GCSE Citizenship Studies). Democratic Life believes that, in addition to citizenship education being statutory at key stages 2, 3 and 4, the EBacc should incorporate the GCSE Citizenship Studies, which includes an active citizenship project. This would ensure the EBacc recognises attainment in important political, legal and economic knowledge and values an education that promotes positive and democratic participation in society. Without Citizenship Studies in the EBacc we fear that citizenship education will suffer a loss of status at key stage 3 no matter what its statutory requirements.

## 7. Further evidence: Improving the quality of citizenship education

- 7.1. Citizenship works best where there is support for the subject from the senior leadership team and specialist teaching. It is not surprising to find through the NFER Longitudinal survey or in the Ofsted inspection evidence that the best citizenship education is provided in schools where senior leaders show commitment and understanding of the subject and trained specialist teachers are teaching and leading the subject in the curriculum. The final report of the CELS showed that young people are more likely to have positive attitudes towards civic and po-

litical participation when they have received citizenship education that is:

- taught discretely in the timetable, and in sufficient periods of time (longer than 45 minutes);
- developed by specialist teachers who are responsible for the citizenship curriculum, rather than the school's PSHE coordinator;
- formally examined (eg through GCSE in Citizenship Studies);
- provided regularly and throughout the young people's educational experience.<sup>20</sup>

7.2. Unfortunately, we know that not enough schools are providing the best quality citizenship education. Teachers who lack expertise find it difficult to cover the range of topics in the curriculum. In particular, many teachers find the political literacy aspects of the curriculum intimidating. Poor provision can also result from weak leadership, a lack of co-ordination within schools and when citizenship education is given a low priority.<sup>21</sup>

7.3. Attempting to develop a cross curricular approach to the subject also leads to inadequate provision: Ofsted inspectors did not find a single school that delivered adequate citizenship education using this model.<sup>22</sup> The cross curricular approach leaves pupils (and teachers) confused as to what the subject is about or indeed whether they are being taught the subject at all.

7.4. For all schools to reap the benefits of citizenship education – and for all students to gain knowledge and skills they need to become effective, active citizens – the subject requires strong support from government, and specifically the Department for Education. By continuing to provide PGCE and TeachFirst citizenship courses, supporting other specialist teacher training, and communicating to leadership teams the positive impacts National Curriculum citizenship education can have in schools, the DfE will do much to ensure all students receive high-quality teaching about politics, the economy, the law and their rights and responsibilities.

7.5. Democratic Life believes that the National Curriculum Review provides a timely opportunity to re-examine citizenship education's design, whilst retaining its position in the National Curriculum. However, in any citizenship curriculum, high expectations of pupils should be maintained. For example, by age 14, pupils should know and understand:

- how the political and justice systems operate in the UK and how laws are created and shaped through parliament and the courts;

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<sup>20</sup> NFER (2010), CELS.

<sup>21</sup> NFER (2009) and Ofsted (2010).

<sup>22</sup> Ofsted (2010).

- rights take different forms, are often in conflict and need to be protected and balanced;
- how the economy functions and the difficult decisions government makes about the collection and allocation of public money and measures to support business;
- there are different types of democracy and government and comparisons between the UK system of parliamentary democracy and those in other parts of the world;
- the role of the UK in the international community, Europe and the Commonwealth;
- how to initiate, participate in and evaluate different kinds of responsible, democratic and social action and play a positive part in public life.

7.6. A renewed citizenship education curriculum should also acknowledge the preparation citizenship provides for the National Citizen Service (NCS) and post 16 citizenship education. For the NCS and other forms of post 16 citizenship education to be most successful, they must be rooted in the curriculum experience and prior learning of students. Again, and as supported by the last ICCS report, there is more likely to be full engagement with public service and active citizenship if students have gained the skills, knowledge and understanding about service in the community, volunteering and responsible action for change through a robust, taught programme in their normal school curriculum.

## 8. Conclusions

- 8.1. Citizenship is a unique subject combining academic knowledge of politics, law and the economy with practical social action. No other subject adequately and specifically addresses these areas of knowledge.
- 8.2. We are convinced that citizenship must remain a compulsory National Curriculum subject at key stages 3 and 4. We believe there are significant benefits to including citizenship in the primary curriculum. For reasons of continuity, progression and to ensure high standards of attainment are reached by more students, citizenship should also be a compulsory National Curriculum subject at key stage 2.
- 8.3. Citizenship education is an internationally recognised and respected subject. The highest achieving countries, such as Finland, include a commitment to teach citizenship education as part of their core National Curriculum. The recent IEA International Civic and Citizenship Education Study (ICCS) shows that 20 out of 38 countries surveyed include a specific subject for civic or citizenship education in their national curricula. England has been seen as a world leader in developing a curriculum with national standards for citizenship, however more needs to be done to ensure England is also a world leader in achievement and attainment of civic and citizenship knowledge and understanding.
- 8.4. Despite the ongoing challenges of a lack of specialist trained teachers and resources for the subject, significant progress in improving the quality of teaching and learning has been made in schools. The subject has been most successful in schools where it is taught as a subject, by trained teachers with the support of senior leaders. More targeted resourcing for the subject is now needed to build on the progress made to date.
- 8.5. Citizenship education is too important to be left to chance in our schools. It needs to be retained as a National Curriculum subject and positively supported by Government. It would be a retrograde and damaging decision for our democracy and society to remove the subject and deny our children the best kind of political, legal and economic education.

### Democratic Life Contact Details

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## Appendix 1: Democratic Life's founding organisations

- Association for Citizenship Teachers (ACT)
- Amnesty International (UK)
- British Youth Council
- Citizenship Foundation
- CSV
- Hansard Society
- Institute for Global Ethics UK Trust
- Involver
- LSN

## Appendix 2: Democratic Life's supporting organisations

- The Co-operative
- The Law Society
- Institute for Citizenship
- United Nations Association – UK
- Youth Action Network
- UK Youth
- Fairbridge
- Civic Voice
- Envision
- British Institute of Human Rights
- Democracy Matters
- English Secondary Students' Association
- Anne Frank Trust UK
- National Association for Teaching of English
- Media Trust
- UNICEF UK
- National Youth Agency
- Five Nations Network
- Public Legal Education Network (PLENET)
- UK National Commission for UNESCO
- Oxfam GB
- NUS
- ActionAid UK
- IARS
- Institute of Legal Executives (ilex)
- Unlock Democracy



### Appendix 3: Democratic Life survey results

Survey conducted from 17 March – 12 April and was distributed through Democratic Life’s online networks. 384 individuals responded.

If the Government decided to make citizenship a non-statutory curriculum subject, will your school continue to teach the subject?

Answer Options	Response Percent	Response Count
Yes	25.9%	97
No	18.4%	69
Unsure	55.7%	209
answered question		375
skipped question		9

Citizenship is currently a statutory National Curriculum subject in secondary education at key stages 3 and 4. Should Citizenship also become statutory at key stages 1 and 2 in primary education? Yes citizenship should be statutory at:

Answer Options	Response Percent	Response Count
key stages 1, 2, 3 and 4	60.8%	233
key stages 2, 3 and 4	21.7%	83
key stages 3 and 4	16.2%	62
No citizenship should not be statutory	7.8%	30
answered question		383
skipped question		1

Has the National Curriculum subject of citizenship led to improvements in knowledge and understanding (eg of politics, the law and the economy) for your pupils?

Answer Options	Response Percent	Response Count
Yes	87.0%	328

No	5.6%	21
Unsure	7.4%	28
answered question		377
skipped question		7

Has the National Curriculum subject of citizenship led to improvements in ethos and culture in your school?

Answer Options	Response Percent	Response Count
Yes	77.9%	293
No	9.3%	35
Unsure	12.8%	48
answered question		376
skipped question		8

Has the National Curriculum subject of citizenship led to improved understanding of and relations with communities beyond the school (eg at local, national, European or international level)?

Answer Options	Response Percent	Response Count
Yes	82.4%	313
No	7.6%	29
Unsure	10.0%	38
answered question		380
skipped question		4

Does Citizenship help to provide pupils with the knowledge they need to meet the challenges of life in modern society?

Answer Options	Response Percent	Response Count
Yes	85.3%	326
No	6.8%	26

Unsure	7.9%	30
answered question		382
skipped question		2

For subjects that remain in the National Curriculum, the government is proposing to create programmes of study that set out knowledge only. This is intended to give teachers greater freedom in what they teach and how they organise the curriculum. Would you welcome a curriculum that specifies knowledge only?

Answer Options	Response Percent	Response Count
Yes	27.1%	102
No	50.4%	190
Unsure	22.5%	85
answered question		377
skipped question		7

Should the PGCE initial teacher training courses for citizenship be maintained regardless of the decision the Government makes about citizenship in the National Curriculum?

Answer Options	Response Percent	Response Count
Yes	64.3%	245
No	11.8%	45
Unsure	23.9%	91
answered question		381
skipped question		3

Is the introduction of the new Ebacc having a negative affect on the numbers of pupils taking GCSE citizenship studies in your school?

Answer Options	Response Percent	Response Count
yes	29.1%	106

no	22.3%	81
we do not offer the GCSE to our pupils	48.6%	177
answered question		364
skipped question		20

Thank you very much for your input. Finally, please tell us who you are

Answer Options	Response Percent	Response Count
Primary school teacher	5.5%	21
Secondary school teacher	36.1%	138
Secondary school teacher with responsibility for citizenship	36.4%	139
Member of my school's leadership team	8.6%	33
Other (please specify)	20.2%	77
answered question		382
skipped question		2

## Appendix 4: Statements from Democratic Life supporters

A large number of supporters have provided statements about why they believe citizenship education should remain a statutory National Curriculum subject. These are published on the website [www.democraticlife.org.uk](http://www.democraticlife.org.uk).

### **Statements from politicians and campaigners**

Professor Lord Norton of Louth: 'citizenship is vital to any democracy. Active citizenship is a sign of a healthy society. It is fundamental to society to teach about citizenship.'

Former Secretary of State for Education David Blunkett MP: 'We introduced citizenship 10 years ago to ensure we had a future of politically literate, well briefed and responsible adult citizens, who could not only contribute to society but make it better.'

Alastair Campbell: 'Good luck with your campaign to keep Citizenship on the curriculum and to extend its scope so that children can learn the positive role politics and citizenship can play in their and everyone else's lives.'

### **Statement from Dr Andrew Peterson, Canterbury Christ Church University**

Citizenship education is too important to be left to chance

Citizens in a democratic society have a fundamental responsibility to engage in public life. Teachers and students have an obligation to promote equality, justice, respect for others and democratic participation. These ideals should be integral to cultures of educational institutions and embedded within and beyond the curriculum in schools. Education for democratic citizenship is a core purpose of teaching and learning in schools, and indeed of teaching as a profession. Since its introduction as a statutory subject for pupils between the ages of 11 and 16 and its non-statutory inclusion in the primary curriculum, citizenship education has enabled pupils to learn about the nature of citizenship in contemporary Britain. This has, amongst other things, included pupils learning about rights, the legal system, parliamentary democracy, and the diverse and global nature of life today. Connected to this, and of equal importance within citizenship education, is pupils' investigation and enquiry into ethical, topical and, at times, controversial issues. As the hugely influential Report of the Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools (The Crick Report) made clear, citizenship education aims at active citizenship by providing pupils with the opportunity to take part, in responsible ways, in active and participatory learning experiences.

The education of specialist teachers of citizenship education, through a variety of routes including PGCE, GRTP and Teach First, has been of crucial importance in the development and growing success of citizenship education in schools. Specialist citizenship teachers possess distinctive knowledge, skills and dispositions, and they have a strong sense of the specific potential and importance of their work. Numerous official policy reports, including those from OfSTED and the NFER, have stated and reiterated the crucial role that specialist citizenship teachers play in raising the quality and consistency of citizenship education in schools. Citizenship specialists are more than simply effective teachers – they lead subject co-ordination and support the professional development of colleagues. Much like citizenship education in schools, the process and quality of citizenship teacher education in England has received a great deal of praise and attention internationally, notably from Japan, Australia and Canada. The existence of citizenship education as a specialist route for teacher education has also opened up the teaching profession to a range of individuals with degree backgrounds in subjects related to politics, law and economics whom previously may have found it difficult to enter the profession. Without specialist teachers of citizenship education, the ability of schools to play their part in producing and educating knowledgeable and responsible citizens will be seriously undermined.

If citizenship education is either to be removed, or is to lose its statutory force, a generation of young people will (or at least may) be deprived of an opportunity to formally learn about, investigate, and actively participate in, the political and social communities within which they live. This aspect of schooling is too important to be left to chance. It is, for this reason, beholden on government to legislate to ensure that children are educated about citizenship, through citizenship and, most importantly, for citizenship.

### **Supporter statements**

The following comments have been posted on Democratic Life's website ([www.democraticlife.org.uk](http://www.democraticlife.org.uk)). Spelling mistakes have been corrected and line breaks removed, but statements are otherwise unaltered.

- Gary Arnold: "Citizenship is of more value than it has ever been in my view, to young people."
- Judy Franklin: "So much work has been put into citizenship education in schools and it is so valuable to young people, they should all have a right to it"
- Asher Jacobsberg: "This is very much needed. An effective democracy needs citizens informed in how to take constructive (or disruptive) action."
- Debbie O'Connor: "Its of real importance to continue improving young peoples political literacy as a way of promoting effective democracy."
- Anonymous: "We live in a democratic society, that we should all be proud of. How can that democracy be truly representative if we are not living in a society of informed, participating active citizens, young, as well as old? Citizenship education is essential to the development of our society."

- maureen turner: "When you see the positive results of Citizenship education preparing our young people as purposeful individuals confident in their ability to engender change, how can the government consider abolishing it. As a former teacher of MFL, I see more value in Citizenship as a curriculum subject as it promotes better understanding of so many skills used in other subjects. For students continuing with post 16 education and further it is a precursor to many subjects not taught at KS3 and 4. Do the government want our future voters to be uneducated in democracy and political awareness in the hope that it will win them more votes."
- Jan Newton: "This sounds like a timely formalising of an important alliance with a crucial message. It would be brilliant to get politicians to concede that citizenship education encapsulates all the things they are always praising and asking schools to do, without just being rhetoric"
- Jan Ruppe: "This is essential or I will be out of work and the reasons why I became a teacher of citizenship will be redoubled!!"
- Nosheela Ashiq: "Citizenship is an extremely vital part of our curriculum. Without citizenship education how can we expect children to grow to be responsible citizens? We teach them to read and write, to do maths and Science because we believe that from these subjects they will learn skills that they will need in their later life. But what of being an active citizen? We expect students to be born with the skill to take positive action and take interest in politics and democracy."
- Richard Demby: "Without effective citizenship learning opportunities, young people will not be able to play an informed role in democracy, will lack in significant skills development opportunities, and will become even more cynical about the potential impact of their voice. Citizenship education must be maintained and enhanced for the future of democratic engagement."
- Brenda Dean: "The government would be crazy to abandon citizenship education. We need it more than ever if we want to come through this economic crisis and build David Cameron's Big Society!"
- sarah carroll: "We are only just getting started with Citizenship - don't stop it now!"
- Ralph Leighton: "If public figures are serious about the need to inform and engage with the people of Britain, it is vital that citizenship education be expanded in its remit and influence."
- Andrew Alleyne: "This subject underpins learner development in other areas of the curriculum. Don't throw away all the hard work that's gone into developing Citizenship practice to date."
- Ben Miskell: "Citizenship is to Politicians what Science is to Scientists."
- Dr. Tony Breslin: "If we are ever to build a 'big' society (or just a good one), young people must have an education that prepares them to play their part, as active, informed participants, not just as onlookers - this means they need skills, knowledge, values and confidence that flows from an effective citizenship education. Alongside the functional skills of literacy and numeracy, Citizenship Education must sit at the heart of any curriculum; retaining and building on its statutory status is absolutely vital."

- Steve Gadd: "This is a new development that is extremely concerning. The work done on Citizenship is of vital importance."
- Elizabeth Eyre: "The 'big society' cannot operate if its citizens do not understand it and cannot access it."
- John McKay: "By the measure of how actively we promote and nurture the disciplines of Citizenship i.e. by the constancy of our awareness of how secure in our society is the respect for the individual that is the seed of all our democratic freedoms, do we gauge our humanity?"
- Jen Fleming: "We have done so many wonderful things and our students finally feel like they have a voice. It would be catastrophic and so backwards to remove this thriving aspect of the secondary curriculum."
- Janet Spurrell: "I know so many pupils whose lives have been transformed by their Citizenship education including my own daughter and there are not many areas of the curriculum where that is the case! Keep Citizenship on the NC, invest in it and make it active and relevant. Pupils want to be able to affect change and make a difference in their communities!"
- Sir Keith Ajegbo: "Happy to be involved in publicising campaign. Citizenship education was crucial to raising belonging, involvement, attainment and aspiration in the school at which I was headteacher."
- mat hicks: "Cameron's 'big society' initiative needs citizenship education."
- R Jackson: "Citizenship Ed plays a key part in the curriculum enabling young people to become informed and independent learners in tune with contemporary issues. Is this not fundamental to a 'big society?'."
- DMALLARD: "Citizenship education is essential to have in all schools"
- peter lawrance: "Citizenship, to me, ranks alongside Maths and English to me in importance and has the added value of being more interesting to children."
- Guy Staniforth: "It's important that young people learn about the principles relating to democracy and citizenship in order that they are not led solely by greed and (often misleading) quick fix capitalist agendas. Likewise, there needs to be an understanding of this area in order that young people can effectively challenge policies that are ultimately undemocratic and have essentially been designed to safeguard the interests of the already rich."
- Moira Jenkins: "Citizenship education is essential to develop well-informed and globally aware young people."
- Scott: "Do they not think about teachers at all? what could happen to our jobs?"
- Steve Flowers: "It simply has to stay part of every schools life, if anything it needs to be improved so schools can not simply do the minimum that is needed"
- Martin Bostock: "We have really only just begun the process of ensuring that young people learn at school how play a full, valuable and rewarding part in a democratic society. We should doing MORE to develop this vital process, not less."



- amir shah: "You cannot have Big Society without Education for citizenship. It is crucial for the development of the whole child; it enables empowerment in young people who need it most but also ensures that young people from all walks of life are prepared for the complexities of economic and political adulthood."
- National Centre for Citizenship and the Law: "There wont be a Big Society without Citizenship education..."
- David Barrs: "My school has taught Citizenship since 1973 and will continue to do so. It has a vital unifying impact on the school and underpins its success both in terms of the personal qualities it develops in children and the standards they are able to achieve."
- Janet Orchard: "Citizenship Education has a unique role to play in preparing the next generation for their future lives as citizens."
- Samin Ahbab: "I learn citizenship and find it a necessary subject to the education of a well rounded individual in society."
- Carlton Rose: "Give young people citizenship education. Give them an understanding of society. Give them the ability to analyse the media. Give them an understanding of their rights and responsibilities. Give them inspiration to make a difference in their local communities. Give them a voice!"
- Harinder Mann: "We must do all we can to explain and promote the virtues of citizenship education in our schools. Without such interventions in our education system, how else are we able to build the "big society" that we all would like to see."
- Nick Hills: "Schools exist to educate students and provide vital skills for life. It is a nonsense for anyone to assume that skills and knowledge of existing in a society are not part of education. This subject can also be academic, covering many subject areas common at FE and HE level. It should have been in the curriculum from the start of schooling. Not to mention the thousands of jobs at risk of those who, like any other teacher, have committed themselves to this subject and have began to make it appealing and enjoyable to the students we teach."
- Anonymous: "If the government want to introduce national service and the big society children will not get knowledge without citizenship. They might also find that future generations will be turned off even more by politics as they will have no idea about it"
- Gary Buchanan: "Citizenship first and foremost empowers young people. In an age where political apathy is arguably at its most rife, Citizenship provides the knowledge and skills enabling young people to actively get involved. Human rights, community responsibility, political engagement. The 'Big Society' Cameron speaks of simply won't exist without Citizenship."
- Daniel Fitzpatrick: "I sign this petition because I firmly believe citizenship makes a positive contribution to the abilities of young people to participate and enhance democracy in the UK"
- Zoe Terry: "The 'Big Society' Cameron speaks of simply won't exist without Citizenship Education. I would have thought any democratic government would want its citizens to be politically literate..."

- Katrina Winter: "A "Big Society" without citizenship! Not possible. The most valuable subject in today's society"
- Rachel Nahum: "I am currently studying PGCE Citizenship at Bristol, I can see the benefits of Citizenship Education of many pupils I am currently teaching. I feel scared about the thought of losing citizenship education from the syllabus after the subject was so heavily fought to become part of Key Stage 3."
- Gary Britton: "I firmly believe that we need to build upon the good work already undertaken to develop citizenship education in our schools. There is still much work to do if we want to provide young people with the knowledge, skills and conviction that they can make a real difference to their local communities and globally and if we want to raise the level of political literacy in this country. I firmly believe that we need to build upon the good work already undertaken in our schools to develop citizenship education. We need to develop young people with the knowledge, skills and capacity to make a difference to their local communities and globally. There is much work to be done in raising levels of political literacy and engagement in this country and citizenship education plays a vital role in this process."
- Warren Buchanan: "If only we had citizenship in schools years ago! Maybe the UK wouldn't be in the state it's in?"
- Edward Loveday: "I find it worrying that a new Government would propose to abolish a subject that creates Active, Politically informed Citizens. We should seriously question why they are doing this. Citizenship gets a lot of flack and a lot of the time other subject teachers do not help. Their criticism is often founded in ignorance. Citizenship needs to stay and we need to defend it."
- Eleanor Hanna: "The holistic education of young people is imperative- citizenship is a refreshing method of ensuring this. People complain about the young- no direction- no focus- lost!!!! well here is the opportunity within the citizenship educational framework to not only support the citizens of tomorrow but to empower them and ensure that they are equipped with the necessary tools for the 21st century."
- Alan Clark: "I believe that Citizenship is a cornerstone of the Big Society."
- Anna Liddle: "Young people must be educated about their society and how they can play an active part in shaping it."
- Brenda East: "'A Big Society" how is this to come to fruition if young people do not have the education to become active and informed citizens? If we are to build this society then Citizenship MUST stay as a statutory subject within the curriculum."
- Sheila Clark: "The statutory nature of Citizenship makes it an entitlement for all young people, remove this, and we'll be removing the opportunity for all young people to be politically informed with time to develop and practice being active and engaged in society. I totally agree with the comment that Katrina Winter (No. 187) has made "A "Big Society" without citizenship! Not possible.""
- Dave Tinham: "we need more work on active citizenship in our schools"

- Matthew Fazey: "I am very keen Citizenship remains on the curriculum. Participating in elections and learning how society functions is really important."
- Emily Spurrell: "The fantastic citizenship education I received had a huge impact on my life. It has shaped my university choices and future career choices! It is sooo important!"
- Julia Linsley: "This subject needs to be taught effectively by specialists to our young people at this time of change more than ever"
- Elaine Thompson: "Citizenship education helps our country become more informed. How can a government reduce citizenship education when a lot of it is about politics, daft really!"
- Rebecca Haran: "Citizenship is vital in the development of our society. It engages young people with the world around them in a meaningful way. By taking citizenship away from our pupils, we as a society will lose a generation of active, responsible citizens."
- Mike Gibas: "My daughter goes to a school for children with moderate learning difficulties. On a walk round the school, the Head showed me the classes for Citizenship and said "these are the most important lessons we give to our children and we value these most highly." And, as I have followed my daughter's education as a child with special needs, I have to agree. Citizenship informs and helps the world make sense.... and gives the disadvantaged the skills to participate and interact. Losing this would be a real blow to her and children like her becoming full and active members of society."
- Christopher Maclay: "You only need to look at those places where young people don't have access to the necessary lessons and human development that citizenship education provides, to realise how essential it is for any functioning society...!"
- Stephen Rogers: "We need a robust and rich democratic life in which we can engage with each other about often difficult disagreements and concerns. Citizenship education is absolutely essential to promote a healthy democracy"
- Anonymous: "Diminished support for a subject which is capable of adding so much to the experience of students would be a tremendous loss for all concerned and incongruous with the stated aspirations of the coalition government."
- Tom Pinfield: "No more apathy!"
- Jennie Meadows: "To lose citizenship in our school curriculum now would be sheer madness. If ever there was a time when we need to ensure that young people are aware of and engaged with their society, surely it is now!"
- Danilo: "I don't get it! So much time and energies invested for the establishment of a subject which is meant to constructively empower students (by giving them the practical and intellectual tools and opportunities to be part of this so called 'big society') in an effective and proactive way...why remove it from the NC now? I am confused!"
- Don Rowe: "Young people have a right to learn about their rights and responsibilities and citizenship education (at primary and secondary level) is

key to this. This should not be left to the chance of whether particular parents are able to pass on this knowledge. Education must attempt to break the cycle of ignorance and alienation. Also, doesn't society have a moral duty to induct young people into what is expected of them and what they can expect in return? Finally, I think we would be in breach of international law if we withdrew teaching about human rights from the curriculum."

- Samita Singh: "Citizenship is a subject where we empower young people to make change and take action. We want the next generation to take a more active role in democracy. In doing so, we will not make the same mistakes as in the past, where young people and the growing working population are so alien to the way this country is run and our place in the world.
- Citizenship is central to the student's lifelong learning. What we teach students does not stop in the classroom. Their knowledge and understanding goes beyond the classroom. It would be devastating to axe the subject, when we have made so much progress over the last few years. Because of Citizenship studies, young people are more politically alert and they want to have a voice, and they want to be heard!"
- emily waller: "Citizenship Education in the UK is vital in teaching young people how to be a good citizen and that they might grow up to better understand the importance of rights, equality, opinion and difference."
- Peter Sagar: "I have spent a year putting together materials for schools about NE Human Rights and anti-racism to fit in with Citizenship and also with the OFSTED requirements on community cohesion which have now been taken away. I hope that Citizenship doesn't go the same way. The materials have been used in a number of NE schools to great effect. How can Cameron talk of building a Big Society while taking away the teaching of Citizenship? Citizenship is vital to maintaining real British values - i.e. tolerance, fairness and solidarity."
- Helen Trivers: "Learning about human rights, democracy and playing an active role in society is as important for young people as learning to read, write and add up. I firmly believe that Citizenship education should remain as core element of the National Curriculum."
- Anonymous: "'Citizenship education is about more than knowledge—it is a skill which can be developed and applied only through active participation.'" Education and Skills Committee"
- Antony Elvin: "Citizenship was a brave step towards undoing the last Tory government's undermining of society at its most vulnerable time in Britain for decades and at its most vulnerable areas of the population. The subsequent draining away of self-esteem and self respect can be sensed even to this day in the disenfranchised youth who grew up with attitude problems and deficits of social perception. The present government are digging themselves, and the population of England, a hole that generations will find it hard to extricate themselves from. A deeper hole than the Thatcherites as we have never really hauled a large chunk of the now middle-aged out of it. Citizenship as a National Curriculum subject, gives children a sense of place in the world, and instils very important codes of conduct and self-empowerment in them. To lose this resource would be a socially devastating act. Let's hope that one day we shan't be a nation of curtain-

twitchers and live in a land where we don't feel like we have to lock ourselves away. That's where we are now!"

- Charlie Partridge: "I wish I'd have had the opportunity to study this fascinating, exciting and applicable subject..."
- Tashi Fletcher: "Citizenship helps not only understand how the world works, but helps kids form their own opinions about how the world should work. Is there anything more important than that?"
- ISLA BROWN: "SAVE CITIZENSHIP AT ALL COSTS. OUR LIBERTIES DEPEND UPON IT."
- Dr John Lloyd: "Becoming politically literate as defined by Bernard Crick is central to citizenship education and the effective engagement of our young people in our democracy. It has to be an essential entitlement in the curriculum for all children and young people in our schools."
- Philip Wilson: "Democracy is not a spectator sport. We need Citizenship education to keep it alive."
- Hans Svennevig: "After helping students from all walks of life become active citizens in society, engaging in political debate, promoting identity and campaigning for equality - I cannot see how Citizenship education could be at risk - unless it was from a sheer lack of knowledge about what it is? To quote another intelligence, voting against Citizenship would be like a Scientist voting against Science. How can there be any talk of a 'Big Society' if Citizenship education is not at it's heart?"
- Kate Wood: "Please keep Citizenship Education in all schools - it is not possible to have informed and competent citizens without it."
- MARIA Asvesta: "Citizenship is by far the most important subject in the curriculum for preparing students to become active democratic citizens of the local, national and global communities in which they live, with a firm and solid commitment/ understanding of human rights values and principles. If we want peace and prosperity in the 21st century this is the subject most likely to allow that objective to be reached."
- sera shortland: "Citizenship has not only transformed learning, but has transformed lives and provided so many opportunities for young people that they would never have...DONT MESS IT UP"
- Sara Hutton-Potts: "Citizenship is part of all core subjects; it has taken too long to have it included in the curriculum and should not only be taught at Secondary level, but should especially be taught at Primary level as well. Each generation will reap what the previous generation has sown; so therefore let us sow what we want to grow."
- Claire Floyd: "From my own experience of teaching citizenship I have seen how much it enhances and enriches education and learning - students really enjoy it."
- Gian Svennevig: "Citizenship is about everyone in the country - whatever else we may be or not be, we are all citizens. Hence, it is one of the most important subjects of all."
- Anonymous: "I fear for the future generations if citizenship education stops being taught."

- Alan Wilkins: "If we believe genuinely in the value of democracy, then we must seek to express it in all forms of life. So much has been achieved in recent times that has progressed active citizenship at pre and post 16, for young people and those that work alongside them. We must continue to innovate and built upon these insights and practices, so all can help shape and feel part of society."
- Jacqui Bowsher: "Our students today are the voters of the future. If we want true democracy that delivers effective government, the electorate need to understand what they are voting for. Citizenship education goes some way towards achieving that, therefore, for that reason alone, it is an essential part of the curriculum."
- Rachel Wan: "Citizenship allow me to understand the values and norms of the society and of the political system in more of an in depth knowledge. It also taught me how to become a active citizen and the course opened my eyes about the society and widened my perceptions."
- It is a course I would encourage others to take, it makes you more self aware also. A course that has the importance of how we understand ourselves and the society."
- Anonymous: "Citizenship education when implemented correctly is a vital part of the curriculum, not an add-on to other subjects or an optional extra. It is contemporary. It addresses key issues of the day, while recognising historical influences and perspectives. Students learn to question and critique, key skills in any democratic society. Through debate and discussion students challenge their own, and others, preconceptions. Learning to build arguments, negotiate and respond. This is about cultural capital, about democratisation of knowledge and skills. We cannot afford to sit back and allow this government to actively dismantle an apparatus that can do so much to enrich the lives of the young people around us"
- Sarah Copeland: "I was initially sceptical about Citizenship as a subject but became increasingly convinced of its value. If we want our young people to be positive and active members of society we must provide them with the skills and knowledge to make it possible. Without good quality Citizenship education, that simply does not happen. Citizenship offers young people the chance to explore the democratic process and to realise the value and possibilities of participating in the communities they belong to. The next step must be to develop the subject and ensure that the quality of delivery is strong, not to abandon it."
- Ernesto: "It's a great initiative. Unfortunately educating the young seems to be counterproductive for the goals of the current government."
- jenaya molloy: "Citizenship is a loved subject at our comprehensive school. Our boys can select it as an optional full course, or must do the short course GCSE. There is a fantastic KS3 SOW and the boys have used it as a platform to get personally involved in their local community through campaign work they do. Government and Politics is a popular subject choice in yr12. How could the government even consider doing away with such a valuable and essential subject?! How do they think their "Big Society" will function without young people having the chance to discuss what this means?"

- Laura Berry: "Citizenship meets so many of the stated objectives of this government...they HAVE to support its continued development."
- Dr Tim Montgomery: "Rights AND responsibilities are made real by education"
- thorsten nilsson: "How are the youngster going to learn about how we work in our society if we dont teach them? This is the thin end of the wedge to reduce the real power of the people by making them ignorant and compliant. This will then lead to a ruling class ie the active political party members who will be able to do their work without interference from the ignorant public. Dictatorship??"
- Anonymous: "Don't destroy the future."
- graham Jenkins: "Citizenship means our pupils have a better understanding of and their own place in the world. It opens minds and requires young people to be active and participatory, it does seem completely unacceptable to sideline something so rich and enjoyable to learn and teach."
- Nassir Hamid: "Citizenship performs a crucial role in equipping young people with an understanding of, and a platform for, development of their rights, roles and responsibilities in a democratic and constantly changing environment. It performs a vital function in bringing together aspects that cannot be fully explored in other subjects and gives an opportunity to youngsters to both learn and, at its best, take an active part in being a good citizen. It has many potential benefits that must be developed in schools throughout the country."
- Amar Hussain: "Quote from a year 11 pupil from a school in Bradford: "I thought I had no power, no say and was not able to influence decisions that impacted on me and those around me. My Citizenship teacher was brilliant in opening my eyes to how as an ordinary person, I do have power to have my say and that I do not have to feel a victim of events...I am an active citizen, before I was wasting my potential to do good""
- Anonymous: "Citizenship needs to be kept in the National Curriculum as this plays a huge role in the future of our youth today, educating each individual on how to become a good citizen within todays political, social and national community. Without Citizenship in education, how will children learn the benefits of becoming a good citizen within todays society?! Citizenship opens up many other doors for young people, including Active Citizenship, National Citizenship and Supranational Citizenship all of these looking at the much wider concept of Citizenship in it's context. Why should this be removed from the Curriculum? If anything, this should be built on in order to expand Citizenship in all schools."
- Anonymous: "It would be ludicrous to remove Citizenship education from the National Curriculum! Citizenship is an essential subject that embodies all aspects of life, society and the world. It is imperative that pupils are given the opportunity to build life skills and master the knowledge they need in the real world. As our future generation they need to be able to actively contribute to British Society. Citizenship empowers pupils to question right from wrong. It allows pupils to find their voice, formulate opinions and challenge tradition and concepts. More importantly it promotes individuality and creates critical thinkers, which may very well be a threat for our current and future Governments."

- It is a principal subject that is at the heart of many subjects admittedly yet deserves its own place in the school timetable. We should not be fobbed off with the idea that a geography teacher or a science teacher, not matter how qualified and skilled will be able to teach a subject with such a complexity. That would be as ignorant to suggest any teacher therefore despite never having taken any form of science exam or course of study, is perfectly skilled and capable of teachin advanced phsyscis! If that be the case, why the need for teachers to be specialised in their subject? Why insist dear Government on teachers undertaking PGCE's and the ridiculously pointless skills test? Is the aim of our Government to create a totalitarian state whereby all pupils are clones of each other? Does our Government not want pupils to develop higher order thinking skills? Are we not to challenge our pupils in any other subject that English Maths and Science? Citizenship allows for a move away from conventional traditional book learning, it allows pupils to be be active, engaged and to utilise all forms of learning styles. It is a subject which unlike any other has real relevance and credibility in terms of the issues it concerns, addresses and challenges; issues which undeniably pupils will face time and time again upon leaving education. It would be nonsensical and plain- ignorant to remove it from the Curriculum. Can our Government really justify that pupils need not learn about democracy? Justice, equality and human rights? Governance, economics and globalisation? Pressure Groups, sustainability and the criminal justice system?
- If we are not teaching pupils about these very real and complex issues/concepts then who will? Or is a nation comprising of intelligent, critical and competitive thinkers who are able to seek out new developments/ways of life, ready and willing to stand up for what they believe in- not what Britain is about?"
- Amjad Ali: "I trained to teach CT education.
- Lets keep it alive!!"
- Emma Jones: "The current government is all about stripping down the curriculum. Citizenship will not be the only casualty. Along with the impossible rise in student fees at degree level you have to wonder about a political organisation that deliberately puts a limit on education."
- Emma Pearce: "As a student who has participated in citizenship lessons for five years at secondary school I can confidently say that it has opened my mind to ideas and projects that no other subject has been able to do in quite the same way. As a result of my citizenship lessons I have gone on the take Politics A-level and become a member of Amnesty International as citizenship lessons have enabled me to look at global affairs and become interested in all aspects of our society. By removing citizenship as a statutory subject I feel many students would miss out of the learning about the aspects of wider society that only citizenship can truly teach us. When looking at career prospects and life in general there are so many things that citizenship has taught me and I believe it would be a great shame that students could potentially miss out on learning these skills that I value so much in my life."
- Joanne Rosbrook : "With all the talk of 'Big Society' and for people to be more active within their communities, surely Citizenship should be at the forefront of the Curriculum?"



- elaine Courtney: "I truly believe that Citizenship education in school is a fundamental right of every child; does Mr. Gove assume that it is the norm in all homes for all families to sit down together and discuss and debate local, national and international issues? To discuss rights and responsibilities and the methods to deal with situations where rights are denied? We live in a very diverse society, Citizenship education provides a vehicle for homogeneity via agreement on rights and responsibilities. To remove Citizenship education is to remove a window into a world of possibility that some children will now never see."
- Marcus Le Brocq: "Citizenship is a vital part of helping young people to understand and to take an active role in their communities and country."
- jane clarke: "How can any government expect to engender public trust in decision-making if the public aren't educated in how those decisions are made, who they are made by, and how they are represented? Knowledge about government, democracy and the society we live in is a fundamental part of citizenship and creating a more integrated, happier and involved society!"
- alex jones: "how can we expect to educate the next generation and prepare them fully for working life if they are not educated in citizenship?"
- Anonymous: "At Community Aware Magazine, we recognize the important role that Citizenship plays in the classroom. Nevermind whether the government think it should be taught, it is a child's right to be taught about the ways and dangers of the world before they enter it for real."
- Nicola Harwood: "Citizenship education without a doubt ensures young people have the skills to affect change in their community, and become an active citizen in society. Political, economic and legal literacy is vital education for everyone, and without citizenship as a statutory subject we will be teaching a generation that it is OK not to engage and not to feel part of the community."
- Anonymous: "I have seen some fantastic examples of Citizenship education as I have visited schools, and it would be a massive shame if they were to disappear."
- Kelle Dittmar: "The key processes and skills taught in citizenship are crucial to any educational programme. Surely this government wants to develop citizens of the future that will contribute to the big society. Could it be they just want to undo a Labour achievement (even though it had broad cross party support)?"
- Anonymous: "Citizenship is a key subject. It is essential in helping young people having an active role in society."
- Anonymous: "Citizenship is essential to the provision of a balanced and healthy development of our young people, as future leaders of our country. It must not and should not be allowed to disappear from the school curriculum."
- Chris Rowe: "Young people across the country are discovering what it means to be engaged, active and effective citizens every day thanks to quality citizenship education and educators. They are developing skills that are replicable in every aspect of life - not a 'woolly' subject but an essential element of a rounded 21st century education. The need for citizenship is growing, not diminishing, and we owe it to our young people to ensure

they continue to receive these opportunities in this ever more complex and demanding world."

- Maria Leyva –Portilla: "We fully support this campaign, citizenship education help people to believe that their voice matters and to discover, that they have a role to play and make a difference in the World."
- Hazel Patterson: "I am particularly keen that young people should recognise that they are European as well as UK citizens and have a key role in the construction in the Europe of the 21st century, one of the greatest peacemaking projects in history"
- Claire Thompson: "No brainer. If children know about the law, about relationships, about how to access power, we stand a better chance of a more engaged citizenship, and a more hopeful future as they learn how to change things for the better."
- Nikki: "Keep citizenship, it involves and educates children of today about society and politics. The key world children because of us being the futures of tomorrow."
- Jolene Blackthorn: "How could the government spin justify commitment to "Big Society" without ensuring, through commitment to citizenship curriculum, that young people are empowered to act accordingly. Engaging critical thought, as citizenship promotes, permeates through all "core" subjects, and when applied thoroughly facilitates learning in all areas. It is necessary as part of the scaffolding around which lives can flourish."
- Anonymous: "I am a community awareness officer interested in engagement of young people in citizenship and democracy. My role is the promotion of community awareness of the importance of enrolment and voting and importance of participation in the community where you live."
- Gary Hart: "Citizenship education, and the empowerment it gives to young people to formulate their own opinions, to actively participate in society and to make a positive contribution to community, is an essential part of the curriculum."
- Tim Paramour: "I just filled in the online questionnaire about the curriculum review. I stated that to truly be a democracy, I feel our children have to be taught how to participate in the democratic process."
- Sarah-Louise Collins: "Citizenship education is a vital element of a child's moral and civil education. The subject enables young people to become morally aware individuals - teaching them to engage in the community, public debate and how to campaign for themselves and others. It is vital we continue to teach the next generation these invaluable life skills - particularly in this age of the "Big Society"."
- Marika Ruther: "I strongly believe that citizenship SHOULD NOT be scrapped. If anything, we need to raise the standard of Citizenship lessons. I don't feel as if it is taken seriously enough. Many people learn important life skills in these lessons."
- Anonymous: "Citizenship should be a vital curriculum offer especially with all the news around the Big Society and Inclusion topics in the press"
- Agnes: "I really support this campaign. If we don't educate young people about citizenship, about politics, how our society works, law - they will not become informed voters, which defies the point of living in a democracy."

It's so important to understand the society you live in - otherwise how can you help shape it, or contribute?"

- Alastair Campbell: "Good luck with your campaign to keep Citizenship on the curriculum and to extend its scope so that children can learn the positive role politics and citizenship can play in their and everyone else's lives"
- David Stokes: "Keep the kids informed"
- Claire Jones: "Good luck with the campaign, we need to teach more Politics and Citizenship in schools, not less. How can we expect youngsters of the day to run the country in the future if they have not been taught about Politics."
- Jeevan Jones: "Having completed my GCSEs last year and moved onto sixth-form, I loved the idea of Citizenship in schools. There's no doubt they're a vital part of educating children about basic happenings and workings of the country they live in. Sure, there's room for improvement (personally, I'd love there to have been more of it during the week!), but it is wrong to remove what is basic education that children need to learn."
- Anonymous: "Citizenship is essential in teaching young people the value of their future role in society. Perhaps the current government would prefer for them to remain ignorant?"
- Anonymous: "I really wish Citizenship had been taught when I was at school. Why would anyone want to return to a time where you people aren't even told how their country works or that there are opportunities to change it. We need to engage the youth in our democracy or it will continue to decline. Teaching Citizenship in school should avoid the bias and ensure proper coverage that the newspapers and political parties aren't interested in. Do you want the people voting at the next general election to understand what they are voting for? We will all be governed by the outcome!"
- Matthew L: "Citizenship is important because it teaches me about skills in learning and communication."
- Caleb Marwick: "Scotland's new Curriculum for Excellence places citizenship across the curriculum in an important role: here's hoping that England can do the same."
- Andrew Reading: "Citizenship is about the here and now, helping kids make sense of a complex world. It is an essential part of the curriculum"
- jan parker-padley: "Citizenship is paramount to understanding life in the UK, in any country. It helps people to discuss and debate through an articulate and comprehensive programme."
- Vaughan Jones: "Pupils need critical thinking skills to function in society. This naturally leads to less anarchy in the system because pupils understand how to manipulate their world around them without resorting to violence and indignant protest as demonstrated in the recent marches. We need time to develop the curriculum more to demonstrate that Citizenship is more than worth the effort!"
- Peter Czajkowski: "Citizenship Education is part of the glue that holds schools together both locally and globally. It educates young people to become positive forces for change in society. It gives them knowledge and understanding of democratic systems and the skills to stand up for their

rights with full awareness of their responsibilities. Citizenship education encourages young people to do this by advocating the protection of the rights of others.”