

This leaflet provides a starting point for schools to discuss the links between citizenship and PSHE.

Schools need to decide which opportunities to develop as explicit citizenship provision. This leaflet maps the areas where the two subjects are compatible. It also indicates where to find examples of good practice in a range of other useful documents. The individual units in the citizenship scheme of work identify specific links with the PSHE framework.

Successful implementation of citizenship at key stage 3 depends on the personal and social skills and attitudes to self and others that pupils have learnt at key stages 1 and 2 and are developing further at key stage 3. Personal and social development underpins a pupil's ability to participate as an active citizen.

PSHE, like citizenship, requires a whole-school approach. PSHE and citizenship will, therefore, complement each other within discrete PSHE provision, other national curriculum subjects, RE, careers, and pupils' involvement in activities across the whole school and wider community.

A combination of these is needed in a whole-school approach.

Promoting citizenship through PSHE

PSHE complements citizenship in the curriculum by enabling pupils to:

- understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people;
- develop the personal and social knowledge, skills and understanding that underpin learning in citizenship;
- develop their well-being, self-esteem and belief in their ability to succeed, and to take responsibility for their learning;
- develop practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood; and
- reflect on their experiences and on how they are developing.

Citizenship programme of study	PSHE framework	Opportunities to link with PSHE
1 Knowledge and understanding about becoming informed citizens		
<p>a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people</p>	<p>Developing a healthy, safer lifestyle</p> <p>d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs</p> <p>Developing good relationships and respecting the differences between people</p> <p>c about the nature of friendship and how to make and keep friends</p> <p>j to resist the pressure to do wrong, to recognise when others need help and how to support them</p> <p>Breadth of opportunities</p> <p>c participate [for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood]</p> <p>d make real choices and decisions [for example, about the rules which will help them as they start at a new school]</p>	<p>Learning about the need for rules and laws through participating in school rule-making. Contributing to the review of school policies, <i>eg behaviour, anti-bullying and equal opportunities policies, policies on dealing with drug-related incidents</i></p> <p>Learning about the laws that affect them as young people and understanding the reasons for them, <i>eg laws relating to part-time work</i>. Considering the consequences of law-breaking for themselves, others and the community. Becoming involved in activities or projects that contribute to the delivery of the local authority's Community Safety Plan, or forming a Youth Action Group</p> <p>Reflecting on and developing awareness of their membership of different communities, considering: their changing roles and responsibilities as they grow older; friendship groups inside and outside school; becoming a member of a new school community. Thinking about the rights and responsibilities associated with each community</p> <p>Example Curriculum context: discrete PSHE/citizenship As part of the induction programme for year 7 at William Brookes School, pupils work in groups to devise board games. Reflecting on the exercise highlights the need for rules, leading to each class drawing up its own ground rules for successful progress and learning. (See <i>PASSPORT – A framework for personal and social development</i>, Calouste Gulbenkian Foundation, page 51)</p>

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<p>b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> b to respect the differences between people as they develop their own sense of identity <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively b how to empathise with people different from themselves d to recognise some of the cultural norms in society, including the range of lifestyles and relationships 	<p>Developing and understanding their sense of personal identity as a means of developing respect for the value and uniqueness of others</p> <p>Exploring both common ground and differences in lifestyles and norms of behaviour, among their peers, in the local community and in wider society. Appreciating the value of cultural diversity</p> <p>Seeing the impact of prejudice and discrimination and developing the skills and confidence to challenge it, especially when it takes the form of bullying</p> <p>Example <i>Curriculum context: PSHE/citizenship activities</i> At Royton and Crompton School, the weekly PSE lesson for all pupils is enhanced by a programme of activities. This aims to introduce pupils to a wide range of people and experiences beyond the school, and to develop their moral sensibilities in a practical context. Pupils have worked with the elderly, taken part in anti-racism and election weeks and participated in residential courses. (See <i>Preparing young people for adult life</i>, DfEE, page 14)</p>
<p>c Central and local government, the public services they offer and how they are financed, and the opportunities to contribute</p>	<p>Breadth of opportunities</p> <ul style="list-style-type: none"> a take responsibility [for example, making proposals about pupil contributions to school improvement to the school council] c participate [for example, in local initiatives involving collaboration between the school and local services] d make real choices and decisions [for example, between priorities for improvement of the school environment] 	<p>Understanding how decisions are made in a democracy through participating in decision-making processes. Making real choices at a school and community level through group activities, class projects, circle time or involvement with the school council or a young people's forum, <i>eg Education Action Zones (EAZs) or Single Regeneration Budget (SRB) projects involving consultation with young people</i></p> <p>Learning about the process of decision-making, the costs and benefits of different ways of making a decision, and the skills required</p> <p>Learning about local government and its relation to national government through first-hand involvement with the local council and its services, and the local MP</p> <p>Experiencing the positive impact that they as individuals and groups can have on the local environment and community through involvement with local structures and processes</p> <p>Example <i>Curriculum context: PSHE/citizenship activities</i> Schools in Letchworth promote coordination across phases by providing year 6 pupils with a workbook about their local area, including local services, that they take with them and complete at secondary school. (See <i>Citizenship at key stages 3 and 4</i>, QCA, page 9)</p>

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<p>f The work of community-based, national and international voluntary groups</p>	<p>Developing good relationships and respecting the differences between people</p> <p>k to communicate confidently with their peers and adults</p> <p>Breadth of opportunities</p> <p>e meet and work with people [for example, representatives of local organisations and voluntary groups]</p> <p>h find information and advice [for example, about local services for young people]</p>	<p>Learning beyond the classroom/school through involvement in community and environmental projects, charity activities and local action groups, <i>eg using the opportunities presented by EAZs, SRB projects, etc</i></p> <p>Finding out about voluntary groups and other agencies and their contribution to the local community. Working with them on school projects</p> <p>Finding out about sources of personal help and support and developing the skills and confidence to make use of them</p> <p>Example <i>Curriculum contexts: discrete PSHE/citizenship, subject – English, PSHE/citizenship activities</i> Community groups are invited to use the radio and recording studio at Handsworth Grange School. The local hospital and college support the school radio station, which aims to enhance the school's community action programme and improve communications with the surrounding community. (See <i>Citizenship at key stages 3 and 4, QCA, page 17</i>)</p>
<p>g The importance of resolving conflict fairly</p>	<p>Developing good relationships and respecting the differences between people</p> <p>a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively</p> <p>h to recognise that goodwill is essential to positive and constructive relationships</p> <p>i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises</p>	<p>Learning, practising and using skills of conflict resolution, including empathy, assertiveness and negotiation</p> <p>Experiencing the value of developing a positive and constructive attitude to the problems and difficulties of life</p> <p>Example <i>Curriculum context: PSHE/citizenship activities</i> Highbury Fields School has a peer mediation scheme that has reduced conflict among pupils. Pupils refer themselves to trained mediators for help with, for example, arguments or cases of bullying. (See <i>PSHE at key stages 3 and 4, QCA, page 8</i>)</p>
<p>h The significance of the media in society</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>g what influences how we spend or save money and how to become competent at managing money</p> <p>Developing a healthy, safer lifestyle</p> <p>b how to keep healthy and what influences health, including the media</p> <p>Developing good relationships and respecting the differences between people</p> <p>a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively</p>	<p>Recognising bias and misrepresentation in the media and advertising, and its impact on their own lives, as well as on society as a whole</p> <p>Recognising that the media can influence their self-image, body image and behaviour in ways that affect their health and well-being</p> <p>Learning to challenge stereotypes. Using the media to promote positive images and attitudes</p> <p>Example <i>Curriculum context: subject – English</i> <i>Newswise</i> is a multimedia resource based on topical news stories. In 'thinking through the news', pupils are challenged to work together critically and creatively. An online forum provides an incentive to communicate with pupils in other schools. (See <i>Citizenship at key stages 3 and 4, QCA, page 23</i>)</p>

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<p>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</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>e to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work</p> <p>Developing a healthy, safer lifestyle</p> <p>f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel</p> <p>Breadth of opportunities</p> <p>d make real choices and decisions [for example, about using their spending power in more sustainable ways]</p>	<p>Learning about the global community. Assessing their own lifestyle, actions and choices, and the impact of these on the environment, sustainability and the lives of other people, paying particular attention to health, poverty and children’s rights</p> <p>Experiencing the relevance of the EU, the Commonwealth and the UN to their own lives. Making some connection with these bodies through school projects and activities</p> <p>Learning about fair trade through work-related activities and mini-enterprise schemes</p> <p>Exploring the influence of globalisation on work and the job market while considering their own career plans</p> <p>Example</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>Great Barr School enables pupils to learn about sustainable development through involvement in a range of activities, such as a recycling scheme, a school action day and work with the local media. (See <i>Citizenship at key stages 3 and 4</i>, QCA, page 15)</p>
<p>2 Developing skills of enquiry and communication</p>		
<p>a Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>f to plan realistic targets for key stage 4, seeking out information and asking for help with career plans</p> <p>Developing a healthy, safer lifestyle</p> <p>b how to keep healthy and what influences health, including the media</p> <p>d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs</p> <p>e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity</p> <p>Breadth of opportunities</p> <p>g consider social and moral dilemmas [for example, how the needs of different members of the school community can be met]</p> <p>h find information and advice [for example, the conflict between personal values and social pressures in the context of sexual behaviour, drug misuse, etc]</p>	<p>Considering local social and environmental issues on which they can have some impact</p> <p>Helping the school become a health-promoting community</p> <p>Researching topical issues, especially through direct contact with individuals and agencies outside the school (the visitor technique)</p> <p>Evaluating the quality of evidence in relation to its source</p> <p>Example</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>Pupils at Sharnbrook Upper School are encouraged to become involved in school life in a variety of ways. In the ‘Students as researchers’ initiative, pupils from years 9 to 13 are trained in methods of research and evaluation, and work with staff in small groups on topics that the student body has voted for. (See <i>National Healthy School Standard – Pupil Involvement</i>, DfEE/DH, page 6)</p>

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<p>b Justify orally and in writing a personal opinion about such issues, problems or events</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>c to recognise how others see them, and be able to give and receive constructive feedback and praise</p> <p>Developing good relationships and respecting the differences between people</p> <p>k to communicate confidently with their peers and adults</p>	<p>Recognising, developing and affirming the values and attitudes that underpin their personal opinions. Developing a sense of personal responsibility and involvement</p> <p>Learning, practising and using communication skills to present their ideas in different ways, with confidence</p> <p>Giving and receiving feedback on their own performance and that of others</p> <p>Example</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>'The Voice of Plymouth Schools' is a platform for students in Plymouth to discuss and take action on issues that affect them, such as travel costs and leisure facilities. (See <i>Citizenship at key stages 3 and 4</i>, QCA, page 17)</p>
<p>c Contribute to group and exploratory class discussions, and take part in debates</p>	<p>Developing good relationships and respecting the differences between people</p> <p>i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises</p> <p>k to communicate confidently with their peers and adults</p> <p>Breadth of opportunities</p> <p>c participate [for example, in school debates and opportunities to represent the school at local/national events]</p> <p>f develop relationships [for example by working together in a range of groups and social settings with their peers and others]</p>	<p>Participating in a range of small group and whole-class discussions</p> <p>Learning, practising and using communication skills, <i>eg listening, contributing, summarising arguments, detecting bias and omission</i>, building on ideas with confidence</p> <p>Example</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>The 'Manchester Healthy High School' debate is an annual event for high schools involved in the Manchester Healthy School Award Scheme. The focus for a recent debate was sexual health. Groups of year 9 and year 10 pupils facilitated an interactive workshop for over 80 young people, and worked with key professionals from the education and sexual health fields. (See <i>Healthy Schools – National Healthy School Standard Newsletter</i>, Edition 8, Health Development Agency, page 8)</p>
<p>3 Developing skills of participation and responsible action</p>		
<p>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</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>b to respect the differences between people as they develop their own sense of identity</p> <p>c to recognise how others see them, and be able to give and receive constructive feedback and praise</p> <p>Developing good relationships and respecting the differences between people</p> <p>b how to empathise with people different from themselves</p> <p>d to recognise some of the cultural norms in society, including the range of lifestyles and relationships</p> <p>k to communicate confidently with their peers and adults</p> <p>Breadth of opportunities</p> <p>e meet and work with people [for example, people from different local and religious communities; people with special needs]</p>	<p>Participating in group and community activities that provide opportunities for taking responsibility</p> <p>Developing empathy with other people through role-play, simulation and receiving visitors</p> <p>Examples</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>Marlborough School's sensory garden has been designed so that pupils with and without disabilities can work together easily. Pupils have developed greater sensitivity to the needs of others, and a deeper understanding of the abilities and value of everyone in the community. (See <i>Citizenship at key stages 3 and 4</i>, QCA, page 6)</p> <p><i>Curriculum context: PSHE/citizenship activities</i></p> <p>Dorcan School's peer mentoring scheme provides an opportunity for all pupils to be mentored or to act as mentors to younger pupils in primary school. Video-conferencing is one way in which pupils are developing relationships with others of different ages. (See <i>PSHE at key stages 3 and 4</i>, QCA, page 12)</p>

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<p>b Negotiate, decide and take part responsibly in both school and community-based activities</p>	<p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises k to communicate confidently with their peers and adults <p>Breadth of opportunities</p> <ul style="list-style-type: none"> a take responsibility [for example, for developing and delivering a service for others such as a café] c participate [for example, in an action research project designed to reduce crime and improve personal safety in their neighbourhood] d make real choices and decisions [for example, about how to allocate resources from fund-raising activities] e meet and work with people [for example, community workers, officials from the local council] f develop relationships [for example, by being responsible for a mini-enterprise scheme as part of a small group] h find information and advice [for example, about local services which can contribute to school activities] 	<p>Understanding the process of working with others through small group activities</p> <p>Learning, practising and using group work skills, <i>eg listening, negotiation, decision-making, consensus building, feedback, reflection, review</i></p> <p>Planning, carrying out and completing tasks and projects individually and in groups. Learning, practising and using organisational and time-management skills</p> <p>Examples</p> <p>Curriculum context: PSHE/citizenship activities</p> <p>Pupils at Banbury School have set up a community café, working with a special school and local businesses. It has provided opportunities for pupils with learning and motivational difficulties to develop their skills of communication and working with others. (See <i>Citizenship at key stages 3 and 4</i>, QCA, page 25)</p> <p>Curriculum context: PSHE/citizenship activities</p> <p>Nower Hill High School has developed a nature and history trail at a local heritage site as part of a scheme involving five local schools in community development projects. (See <i>PSHE at key stages 3 and 4</i>, QCA, page 12)</p>
<p>c Reflect on the process of participating</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> a to reflect on and assess their strengths in relation to personality, work and leisure c to recognise how others see them, and be able to give and receive constructive feedback and praise <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> b how to empathise with people different from themselves i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises k to communicate confidently with their peers and adults <p>Breadth of opportunities</p> <ul style="list-style-type: none"> b feel positive about themselves [for example, by having their contribution to a collaborative project recognised and celebrated] i prepare for change [for example, by having time to reflect on past experiences and future opportunities] 	<p>Learning, practising and using skills for reflection and review. Learning from their experiences, including failures and difficulties</p> <p>Learning, practising and using skills for giving and receiving positive feedback</p> <p>Understanding the value of personal involvement and taking responsibility through personal experience</p> <p>Being stimulated and challenged by new opportunities that promote motivation and positive attitudes</p> <p>Example</p> <p>Curriculum context: discrete PSHE/citizenship</p> <p>At St Ann's School, involvement in the Merton Youth Partnership Against Crime (MYPAC) enables pupils with severe learning difficulties to find out more about their community through meeting local people and organisations. They discuss ways in which they could make their school a safer place. The action research they undertake culminates in presenting their ideas and recommendations to the school community. The experience provides opportunities for pupils to reflect on their contribution to improving the school. (See <i>Preparing young people for adult life</i>, DfEE page 8)</p>

Examples are taken from the following nationally available documents:

Personal, social and health education at key stages 3 and 4, QCA, 2000

Citizenship at key stages 3 and 4, QCA, 2000

PASSPORT – A framework for personal and social development, Calouste Gulbenkian Foundation, 2000

Preparing young people for adult life – A report by the national advisory group on personal, social and health education, DfEE, 1999

National Healthy School Standard – Pupil Involvement, DfEE/DH, 2000

Healthy Schools – National Healthy School Standard Newsletter, Edition 8, Health Development Agency, Autumn 2000