

Every Child Matters : What it means for Citizenship teachers

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NB. This paper is emphatically a first draft which aims to encourage debate, amendment, revision and dialogue. The author would welcome constructive feedback and anticipates substantial re-drafting. It is such an important area for all teachers, but perhaps especially Citizenship teachers, that it was felt important to stimulate discussion around this central developmental area for schools. Responding to 'Every Child Matters' is certainly high on the agendas of school leadership teams – but are they making the links to Citizenship education ?

The author would also like to formally and explicitly acknowledge the work of Terry Freedman from whom the idea for this paper and some (adapted) content has derived. His paper 'Every Child Matters : What it means for the ICT teacher' provided a template for the structure of this paper. For this paper, and related work by Terry Freedman see, <http://www.ictineducation.org>.

I am also grateful for the ideas and feedback that I have received from John Sander, Citizenship Co-ordinator at Ullswater Community College, Penrith.

Aim of this paper

Recent legal changes to the way education and social services work together for the benefit of children have been very profound, but so far mainly at a strategic and structural level. Changes have been made, and are being made, at Local Authority level, but many schools have only just started to be affected in terms of how they might adjust their thinking and practice in relation to teaching and learning. This paper is intended to look at what 'Every Child Matters' means (or might mean) to Citizenship teachers in and beyond the classroom.

What is Every Child Matters ?

Every Child Matters is a multi-agency policy agenda which stems from the Children Act of 2004. In essence, it aims to ensure that services provided to children, such as education, health and social services, are joined up. The impetus for this change came from abused and vulnerable children - such as Victoria Climbié - 'falling through the net' of welfare and education services provision. The introduction to *The Five Year Strategy for Children and Learners* (DfES, 2004) noted that : "*We fail our most disadvantaged children and young people - those in public care, those with complex family lives are those most at risk....Internationally our rate of child poverty is still high, as are the rates of worklessness in one-parent families, the rate of teenage pregnancies and the level of poor diet among children. The links between poor health, disadvantage and low educational outcomes are stark*"

<http://www.dfes.gov.uk/publications/5yearstrategy/>

There is also a view, however, that "*We need to move away from narrow conceptualisations of 'the child in need' to 'the universal child' in the sense of being a citizen and bearer of rights*" [Cohen, Moss, Petrie & Wallace, 2004]. Within the new agenda, children and young people will be able to benefit from a wide variety of services. In keeping with the spirit of the child at the centre of policy and practice choices should, as far as possible, be

exercised by children.

The main changes brought about by Every Child Matters are :

- Quality of service is to be measured against five outcomes :
 - Stay Safe
 - Be Healthy
 - Enjoy and Achieve
 - Achieve Economic Well-Being
 - Make a Positive Contribution
- Local Education Authorities (LEAs) are to be replaced by Children's Services by 2008. A lead member for Children's services is to be appointed in each Local Authority, and to be accountable at a political level.
- Multi-agency working is encouraged so, for example, there is now a Joint Area Review of Local Authorities. See : <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3636>
- Co-location - professionals responsible for working with young people will be located in closer physical proximity

Links to other policy changes and initiatives

- Revised inspection arrangements : OFSTED inspections are now based on the Self-Evaluation Form (SEF) which includes references to the five outcomes of Every Child Matters. See :

<http://www.ofsted.gov.uk/index.cfm?searchString=sef&fuseaction=pubs.search&submit.x=0&submit.y=0>

- An increased emphasis on personalised learning. This has been relatively vaguely defined and is (understandably) insufficiently understood by many. It might be regarded as the (sometimes radical) adaptation of working methods to meet individual children's needs. See :

<http://www.teachernet.gov.uk/management/newrelationship/personalisedlearning/> and

http://www.edexcel.org.uk/VirtualContent/59385/2004_10_Personalised_Learning.pdf

- The development of Extended Schools, which provide, under the same roof, many other types of service for children besides education. See :
<http://www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/>
- Workforce reform: this has already started in schools, and will probably be extended to other services. See :
<http://www.remodelling.org/>
- The 'single conversation' between School Improvement Partners and schools means that there is a focus on leadership and management processes that aim to promote achievement (see: <http://www.teachernet.gov.uk/management/newrelationship/>)
- Overall, teachers need to be aware of legislation concerning the well-being of children and young people expressed in the Disability Discrimination Act (2005) and the Special Educational Needs and Disability Act (2001) with its associated codes of practice. They need to be similarly aware of the Race Relations Act (1976) as amended by the Race Relations (Amendment) Act (2000).

The Citizenship Classroom and the five outcomes of Every Child Matters

In this section Citizenship ideas or links are suggested which could be introduced or maintained in order to address the five areas of Every Child Matters.

This is not intended to encourage a checklist approach to Every Child Matters. The bullet points here are simply suggestions as to what kind of things might be put in place to help make the grand policy rhetoric more of a reality. Nor are the suggestions presumed to be comprehensive !

1. Stay Safe

The suggestions here relate to classroom safety; safety in relation to out-of-school

learning and community involvement; internet and on-line safety; approaches to safety issues that might be adopted within the Citizenship curriculum; and data protection. It is a good idea to consult formally with students and parents about a range of safety issues - this may usefully flag up some areas of concern which had not previously been apparent.

a) Classroom safety

- Children are always supervised by an adult. This is the single most effective safety measure that can be adopted - and it applies to online activity as well as the physical environment. It underlines the importance of arriving at lessons on time and undertaking break time and after school supervision duties conscientiously.
- Health and safety regulations are adhered to. For example, no trailing wires from overhead projectors, TVs or from computers to printers.

b) Out of School Learning and Community Involvement

- For guidance in this important area see :

Health and Safety of Pupils on Educational Visits (DfES, 1998)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=HSPV2&> and Standards for LEAs in Organising Educational Visits (2002)

[See :

<http://www.teachernet.gov.uk/doc/2576/STANDARDS%20LEAS%20FINAL%202002.doc>

Also : *Safeguarding Children in Education* Guidance material (2004) :

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004> and

<http://www.teachernet.gov.uk/safetyeducationguidance>

- Citizenship teachers are likely to be calling upon external partners and community representatives more

often than colleagues in other subject areas. It is important to be aware that standard school staff vetting procedures with the Criminal Records Bureau will need to be carried out if normal duties of external visitors to the classroom include “regularly caring for, training, supervising or being in sole charge of children under 18 years of age or vulnerable adults”.

not put personal details on their own websites or in E-Mails.

There is other official guidance on a range of online safety issues at :

<http://safety.ngfl.gov.uk/schools/document.php3?D=d77>

d) Safety and the Citizenship Curriculum

There are a variety of possible ways in which learning opportunities relating to safety (and risk management) may emerge naturally in Citizenship lessons, whether these are focusing upon local, national or global issues.

c) Online Safety

- A ‘walled garden’ provides a safe online environment in which children can search for information. (See: http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci554703,00,html)
- There is an internet safety policy in place. [It may be possible to involve the children in the development of this policy through the School Council and class councils. For support and ideas on school councils see : Schools Councils UK www.schoolcouncils.org/ and Ian Davies (2004) ‘School Councils’ - http://www.citized.info/pdf/induction/Ian_Davies_school_council.doc]
- ...and it is actually implemented !
There is internet safety advice from Becta at : http://www.becta.org.uk/corporate/publications/publications_detail.cfm?current_brand=1&pubid=211&cart=
- There is safe access to moderated learning forums. Good Citizenship ones include, for example, the Hansard Society website ‘Heads Up’ “*where young people can debate political issues and current affairs. But it’s not just about talking, it’s about getting something done*” (<http://www.headsup.org.uk/content/>) or the Carnegie Trust’s website ‘Participation Works’. - [See : <http://www.participationworks.org.uk/Categories/OpportunitiesforChildrenYoungPeople/tabid/75/Default.aspx>]
- Children are taught how to protect themselves online. For example, they do
- At a local level when focusing upon issues such as crime, local government or community cohesion the students might look at and evaluate the Local Authority’s Community Safety or Community Cohesion Plan. How far does this address their needs and priorities as young people. [Remember that Local Authorities have a statutory duty to consult, and listen to, the views of young people in relation to all the services that they provide]
- The Citizenship curriculum also enables the consideration of safety issues relating to transport to and from school. For example, ask students to develop and then present proposals to improve local transport arrangements and ask those listening to the proposals to evaluate them on the basis of criteria such as cost, likely popularity and impact on the environment. Pupils could also be involved, for example, in the design and implementation of new policies on safer routes to school [See: www.saferoutestoschools.org.uk/]; consideration of how to alleviate traffic congestion created by the ‘school run’ and in thinking creatively about bus safety. Pupil conduct and safety on school buses is a key issue for many schools.
- In their thinking about the role of national government, students might be encouraged to consider how Britain could be made a safer place for all citizens (Discussion could link, for

example, to policies relating to crime reduction, lighting, violence, alcohol or drugs)

- In considering global citizenship issues there may be opportunities to consider the question, 'How safe is our planet ?' The question could link to environmental degradation and issues relating to sustainability or international global instability and conflict.

e) Data Protection Issues

There are data protection issues to be considered in education. Schools have responsibilities under the Data Protection Act. The school should therefore have a policy, perhaps based on Local Authority guidelines.

However, individual teachers also have responsibilities in this area, most of which boil down to common sense.

- Official guidelines are adhered to with regard to children not being identifiable from photographs on the internet.
[See : <http://www.informationcommissioner.gov.uk/cms/DocumentUploads/taking%20photographs%20in%20schools.PDF>]
- Children are taught about data protection in ways that are relevant to them personally. For example, they should be not only told, but also shown, why giving away just a snippet of information about themselves online can lead to a lot more information being revealed.
- Again there are plenty of natural opportunities to consider issues relating to both 'identity' and the notion of an 'Information Society' as a part of the Citizenship curriculum. Why does identity matter ? What do students think about the notion of I.D.cards ? How can individuals maintain their privacy in an information age? What is the relationship between the Data Protection Act and the Freedom of Information Act ? [For material on this latter topic, see: <http://www.informationcommissioner.gov>

[.uk/](#)

2. Be Healthy

- Classrooms are an appropriate temperature and sufficiently ventilated
- The classroom has enough space and is well laid-out, ie it is not like an obstacle course.
- Health and safety regulations are adhered to. For example, children working on Citizenship projects or presentations using ICT are encouraged to have a ten minute break from the computer in every hour...
- Healthy eating is promoted within and beyond the school curriculum. There are good opportunities for Citizenship lessons to build upon work in PSHE. What more could the school and the government do to promote healthy eating? Does the School Council have a view on vending machines in the school and lunchtime food choices? Students have curricular opportunities to reflect upon issues relating to the consumption of fast food.
- The school is a non-smoking site. In Citizenship classes students might consider the merits and de-merits of legislative proposals to ban smoking in public places
- Consultation has taken place in relation to the health and learning benefits of students being allowed to carry and drink from water bottles throughout the college day
- The School Council has been consulted as to the condition and maintenance of the school toilet blocks

Psychological Health

- A purposeful classroom atmosphere is established by having positive behaviour rules and reward systems rather than negative ones

- Mental well-being is promoted by learning activities which are engaging, promote challenge, allow achievement and are fun
- The personalisation agenda has been adopted, meaning that each child has been able to make real choices about their learning (which helps to promote mental well-being)
- Children are protected from, and taught how to deal with, abusive behaviour such as bullying. Linking to Citizenship, pupils might be involved in constructing an anti-bullying policy and peer mentoring or mediation schemes.

Citizenship and health issues

- Pupils have opportunities to consider 'topical' health issues, for example :
 - How the National Health Service came into existence and how citizens can access health services
 - Why health is such a significant political issue between the different political parties ?
 - How the health service is funded in the UK
 - How the media report health stories
 - How well the health needs of different sections of the population are met by the health service e.g. young people, the elderly, mentally ill, disabled etc...
 - The role of international organisations, such as the UN in alleviating global health problems

3. Enjoy and Achieve

This is the section of Every Child Matters that links most directly to good teaching. Strong links can be made to all of the central facets that make up good teaching ie high quality and respectful teacher-pupil relationships, engaging lessons, clearly structured learning and a high degree of pupil participation. There is also a correlation with the kinds of approaches promoted by the national strategies (for example, applying assessment for learning principles and framing learning through 'hooks' and plenaries that intrigue curiosity

and cement learning.)

[See :

www.standards.dfes.gov.uk/keystage3/]

- The curriculum is flexible enough to take into account individual pupils' needs. [See: <http://www.standards.dfes.gov.uk/keystage3/respub/ks3flexcurruc> and http://www.qca.org.uk/14-19/6th-form-schools/68_250.htm]
- The children enjoy and achieve in their Citizenship lessons and are not bored. For the characteristics of effective (and ineffective) Citizenship lessons see : Kerr D et. al. (2004) Making Citizenship Education Real. Citizenship Education Longitudinal Study Second Annual Report [DfES Research Report 531 – Available at <http://www.dfes.gov.uk/research/data/uploadfiles/RR531.pdf>] OFSTED (2004 and 2005) Citizenship in Secondary Schools (HMI Nos.1991 (2004) and 2335 (2005) [Available from www.ofsted.gov.uk - Go to 'Publications']
- The school has an inclusion policy which is embedded in the policies of the Citizenship department (See : <http://inclusion.ngfl.gov.uk/>). Pupils' needs are known by the teacher and reflected in lesson plans. There is a genuine - as opposed to tokenistic - commitment to providing for both access and challenge in Citizenship lessons. [See an article by Lee Jerome on the CitizED website on Citizenship education and Special Educational Needs - www.citized.info and for general guidance on support for gifted and/or talented pupils see, www.nc.uk.net/gt/index.html]
- Activities are varied, allow for an element of creativity and do not have an artificial ceiling.
- Children are taught how to use mind-mapping tools (See: <http://www.innovationtools.com/resources/mindmapping.asp>) in order to develop their ideas and present them to others

- Assessment for Learning techniques are used in order to enable pupils to progress at the right pace for them as individuals. Self and peer assessment techniques are especially relevant to Citizenship in relation to 'reflecting on the process of participating'. The children know where they are 'at' in their Citizenship learning and how to progress in terms of their next steps. For useful guidance on this, see : 'Assessing Citizenship' (QCA, 2006) [\[www.qca.org.uk/citizenship\]](http://www.qca.org.uk/citizenship)
- Teaching assistants play a full part in the planning and delivery of lessons (See: <http://www.teachernet.gov.uk/wholeschool/teachingassistants/>)

4. Achieve Economic Well-Being

The creation and distribution of wealth is centrally relevant to Citizenship as it tells us about issues of power, equality and justice.

- Students develop the knowledge and skills "*to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work*". In particular they are "*prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies*" [National Curriculum: values, aims and purposes]
- Students are taught about how the local, national and global economies work in their Citizenship lessons, including the role of business and financial services. There are many resources available for those who wish to develop the economic aspects of Citizenship. See, for example, the Citizenship Foundation's 'Money, Money, Money' website : www.citizenshipfoundation.org.uk/money ,, materials developed by the Institute for Citizenship, www.citizen.org and three papers about economics and Citizenship

on the CitizED website (www.citized.info). Also www.pfeg.org.uk.

- The teacher and students are able to make clear links between Citizenship learning and related curriculum areas such as enterprise education and work-related learning. There is a clear overlap between Citizenship and enterprise skills. As the National Curriculum puts it : "Enterprise can be associated with a set of attributes, skills and attitudes that enable people to create and thrive on change. Enterprise education enables pupils to develop confidence, self-reliance and willingness to embrace change". Young Enterprise schemes help students to think about issues to do with work, profit and loss [See : <http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/> and www.young-enterprise.org.uk]

- There may be opportunities to link Citizenship education learning outcomes and experiences to pupils' work experience. For example, pupils undertake investigative projects relating to Health and Safety regulations, Equal Opportunities or Environmental issues and then feed back their findings to their placement supervisor at the end of the week. They then reflect upon Citizenship skills that they have developed. See:

<http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/workrelatedlearning/>. Also : [Preparation for working life: Guidance on developing a co-ordinated approach to work-related learning at key stage 4](#) (QCA/99/384) and [Learning through work-related contexts : A guide to successful practice](#) (QCA/98/310)

- Citizenship lessons build upon pupils' development of financial literacy skills in their PSHE lessons. For example, after pupils have learned about budgeting and saving personal money and the range of financial tools and services, they go on to explore the nature and purposes of the taxation system and issues such as globalisation and Fair Trade. [The government's views about financial literacy for school students can be seen

at

www.dfes.gov.uk/publications/guidanceontheLaw/fcg/KS3&4.pdf

- Students are taught how to access different kinds of information....
- ...and how to evaluate it: information is all-important in the information society. "Analysing information and its sources, including ICT-based sources" is a key element of the Citizenship curriculum.
- Children are taught why it is important to be computer literate and about the economic effects of computer technology

5. Make a Positive Contribution

This objective is at the heart of Citizenship education which aims to equip young people with the knowledge and skills to make a difference in society and ultimately, as the Crick Report put it, contribute to changing the political culture in England.

- Pupil participation is a key element within the culture of the school (See : [Working Together: Giving Children and Young People a Say](http://www.teachernet.gov.uk/whole-school/behaviour/participationguidance/) (2004) <http://www.teachernet.gov.uk/whole-school/behaviour/participationguidance/>
The ministerial foreword to this document comments : "I believe that giving children and young people a say in decisions that affect them will impact positively on standards, behaviour and inclusion. Young people respond well to the challenge of responsibility"
- Participation - and thinking about different kinds and levels of participation - informs all the work that is done in Citizenship lessons. As far as possible, students' participation is authentic and real - as opposed to tokenistic and artificial. [Having said this, there is a place for classroom simulations and students gaining experience in the practice of effective participation and

democratic engagement]

- Pupils are aware of what it means to be an active citizen. [For case studies of active citizenship projects in schools featuring issues such as diversity, human rights and poverty see BBC Get Involved <http://www.bbc.co.uk/education/schools/getinvolved>]
- ...and gain practical experience of seeking to effect change. There are a range of organizations who provide practical assistance and models of how to do this. For example, Community Service Volunteers ; www.csv.org.uk; [Changemakers](http://www.changemakers.org.uk/) ; www.changemakers.org.uk/ Envision <http://www.envision.org.uk/> Common Purpose <http://www.commonpurpose.org.uk/> ; and [ContinYou](http://www.continyou.org.uk/) <http://www.continyou.org.uk/>. [CSV are also responsible for co-ordinating 'Make a Difference Day'. See : <http://www.csv.org.uk/Campaigns/Make+a+Difference+Day/Make+a+Difference+Day.htm>]
- Pupils celebrate cultural diversity in their Citizenship lessons and are given opportunities to think about how to combat racism, prejudice and discrimination [For a wide range of references and teaching ideas, see <http://www.multiverse.ac.uk/>]
- All children can contribute to lessons through, for example, the use of interactive teaching strategies; sharing their ideas with others both in small groups and whole class basis; the use of interactive whiteboards (For a guide to effective use of interactive whiteboards in the classroom see www.thereviewproject.org/)
- There are opportunities for students to collaborate and communicate with children from schools in different countries - possibly on global citizenship issues [For ideas on school linking see : www.standards.dfes.gov.uk/schemes2/citizenship/cit17/?view=get ; www.britishcouncil.org/wotw/ ; and

www.geography.org.uk/resources/pastthemes/linking/]

- Children are taught how to conduct themselves in forum discussions and encouraged to participate [See, for example, <http://www.albion.com/netiquette/>]
- Students develop the Citizenship skills to enable them to make a positive contribution - primarily team-working, empathy and presentation skills
- Students gain experience in formulating and asking questions rather than always seeking 'the' answer to questions formulated by teachers [See: <http://www.fno.org/nov97/toolkit.html>]

Summary

There are too many suggestions here to act as a checklist for evaluating the Citizenship provision in your school against Every Child Matters. The chances are that you will like some of the ideas and feel others are less appropriate for your school. In this section, I suggest a smaller number of criteria by which the Citizenship opportunities that you provide for students might be judged.

- Does the Citizenship handbook/Mission Statement/section of the school prospectus contain explicit references to Every Child Matters and the five outcomes ?
- Does the Citizenship scheme of work and individual Citizenship lessons contain statements of intent with regard to delivering on the five outcomes ?
- Have you used the DfES Citizenship school self-evaluation tool (See www.dfes.gov.uk/citizenship/ ? This tool has been generally found to be very useful by the schools who have used it, enabling them to reflect on where they are 'at' in relationship to the development of Citizenship processes and practices and how they might develop even further.
- Has the School Council had an opportunity to discuss and address issues relating to the ECM agenda ?

- Are staff able to take advantage of Continuing Professional Development (CPD) Programmes concerning Every Child Matters ?
- Are teachers encouraged to use part of their Planning, Preparation and Assessment (PPA) time for developing resources concerning Every Child Matters ?

Possible Next Steps

1. With your colleagues, look at the suggestions under each of the five outcomes' headings and make a note of the ones you already do. You will almost certainly do some ! Alternatively, use a self-evaluation form (SEF) which you can then download from the OFSTED website. [See <http://www.ofsted.gov.uk> - click on Publications, then 2005, then the SEF for the type of school that you work in. You will need to change the language a little (e.g. substitute Citizenship provision for school) but it is a good starting point because the SEF incorporates the five outcomes in its questions.
2. Make a note of the ones you do not do yet, or the glaring holes in the SEF.
3. Decide on the order of priority in which the suggestions noted in step 2 will be addressed.
4. Draw up an action plan, or make sure that steps 2 and 3 are reflected in the Citizenship departmental and/or school development plan.

References

See the web references in the text +

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