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ENGAGING IN  
SOCIETY

*Citizenship Foundation*



# Placing Citizenship at the Centre

Developing a Citizenship  
Manifesto for your School

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# Foreword

It is almost a decade since Sir Bernard Crick's report *Education for citizenship and the teaching of democracy in schools* made the case for placing citizenship education at the heart of both the statutory curriculum and the broader life of the school.

Ten years on, and six years after the launch of Citizenship as a National Curriculum subject, we are beginning to gain an understanding of what this might mean in practice.

Citizenship is coming to be seen not just as a new subject but as a new *kind* of subject: on the one hand, teaching young people the knowledge and skills required for effective citizenship; on the other, creating opportunities for them to put these into practice in their schools and communities.

During the 1990s, Citizenship had been one of a group of well-intentioned "Cross-curricular Themes". Too often, as I was to witness first as a teacher and, then, an LEA adviser, this had meant that Citizenship was, in effect, "everywhere but nowhere", as the Citizenship Foundation put it in its evidence to the Education and Skills Select Committee's enquiry into the progress of citizenship education in 2006. It was in every sense seen as *less than* a subject, under resourced and often unstaffed. Almost two decades on from the launch of these themes, Citizenship is emerging as *more than* a subject - everywhere, yes, but, this time, clearly visible in the curriculum, in the job descriptions of school leaders and managers and in the school's strategic plans and self evaluation statements.

The importance of this highly visible and multi-dimensional approach to Citizenship has recently been emphasised in the requirements of the revised National Curriculum, in which education for citizenship features both as a subject to be taught and learned and as one of the fundamental aims of the National Curriculum itself.

This approach to Citizenship presents new challenges as well as new opportunities for schools – not least of how best to give coherence to such an all-pervasive aspect of a school's work.

In 2005, with funding from the Esmée Fairbairn Foundation, the Citizenship Foundation set up a project to investigate ways in which Citizenship Manifestos might help schools bring this kind of coherence to their Citizenship programmes. A Citizenship Manifesto is a short public document setting out a school's vision for Citizenship - including the opportunities for student participation and Citizenship learning that occur across the work of the school and through its links with the wider community - arrived at through the collective effort of a cross-section of the school's 'stakeholders'.

*Placing Citizenship at the Centre* brings together the most important findings of that project in the form of an easy-to-read practical guide, as a small contribution to our developing understanding of what it means for a school to take education for citizenship seriously today – to become, in every sense of the word, a *citizenship-rich* school, and a more effective place in which to learn and teach in the process.

**Tony Breslin**  
**Chief Executive**  
**Citizenship Foundation**

July 2008

# Using this resource

This resource is designed to explain what a Citizenship Manifesto is and why your school might want to commit to one.

It is also designed to explain the benefits that a Citizenship Manifesto can bring to a school – both to the status and quality of its Citizenship programme and to the life and work of the school in general.

It is aimed mainly at secondary school teachers and managers, but will also be of interest to students and governors, or indeed anyone interested in broadening the scope of Citizenship in their school.

The ideas and advice it contains come from the staff and students of the schools involved in the Citizenship Foundation's Citizenship Manifesto Project – a mixture of schools from different regions and backgrounds.

There are three main sections:

- 1 *A Vision for Citizenship*
- 2 *Citizenship Manifestos*
- 3 *Writing a Citizenship Manifesto*

To get the best out of this resource, we suggest you work through it by yourself first, answering the reflection questions in the Writing a Citizenship Manifesto section as you go. Pass on copies of the resource to three or four interested volunteers in school and encourage them to do the same. Then ask them to come together and share their notes. Having raised awareness with a small group in this way, you should then be in a good position to initiate a more formal discussion among colleagues on what a Citizenship Manifesto could do for your school and how you might go about writing one.

# 1

# A Vision for Citizenship Education



# A vision for citizenship education

In the six years since it was introduced into the National Curriculum, Citizenship has increasingly come to be seen as not just another initiative but as a powerful vehicle for school as well as social change.

Citizenship enables us to see young people not simply as learners but as learners who are citizens with rights and responsibilities – capable of making a positive contribution to their school and the wider community.

Thus, as well as being a classroom subject in its own right – bringing to bear political and legal understanding and moral and critical thinking on real-life issues and community-engagement – Citizenship gives schools an opportunity to reflect upon the way they work and the kind of places they want to be. Far from being a distraction, it helps give meaning and coherence to a range of other educational imperatives, from community cohesion and inclusion to student voice and personalised learning. Taught well and tailored to local needs, it can enhance student motivation and encourage a more disciplined and thoughtful approach towards formal study. Citizenship engages students; engaged students achieve and succeed.

## Making the vision real

Learning to be a citizen involves more than the accumulation of facts. It is about the ability to argue a case, to represent the views of others, to research an issue and weigh up evidence. More fundamentally, it is about developing a sense of identity and of agency – of feeling that you are a citizen with a part to play in society.

For Citizenship to be genuinely transformative, therefore, both for young people and for the school as a community, it has to be more than a slot on the timetable. It needs to be embedded in the *everyday practice* of the school – in its curriculum, in its social and institutional life and in its dealings with the wider community.

Simply organising a charity fundraising day or setting up a student council is not enough. A *range* of activities and experiences is required – within, across and beyond the curriculum, involving as many members of the school community as is practicable – teaching and non-teaching staff, governors and parents as well as students.

Ultimately, therefore, Citizenship should be a *whole-school* responsibility – a responsibility that begins with the head teacher or principal and management or leadership team and radiates out to the rest of the staff, the students and the school community as a whole.

# Assembling a programme

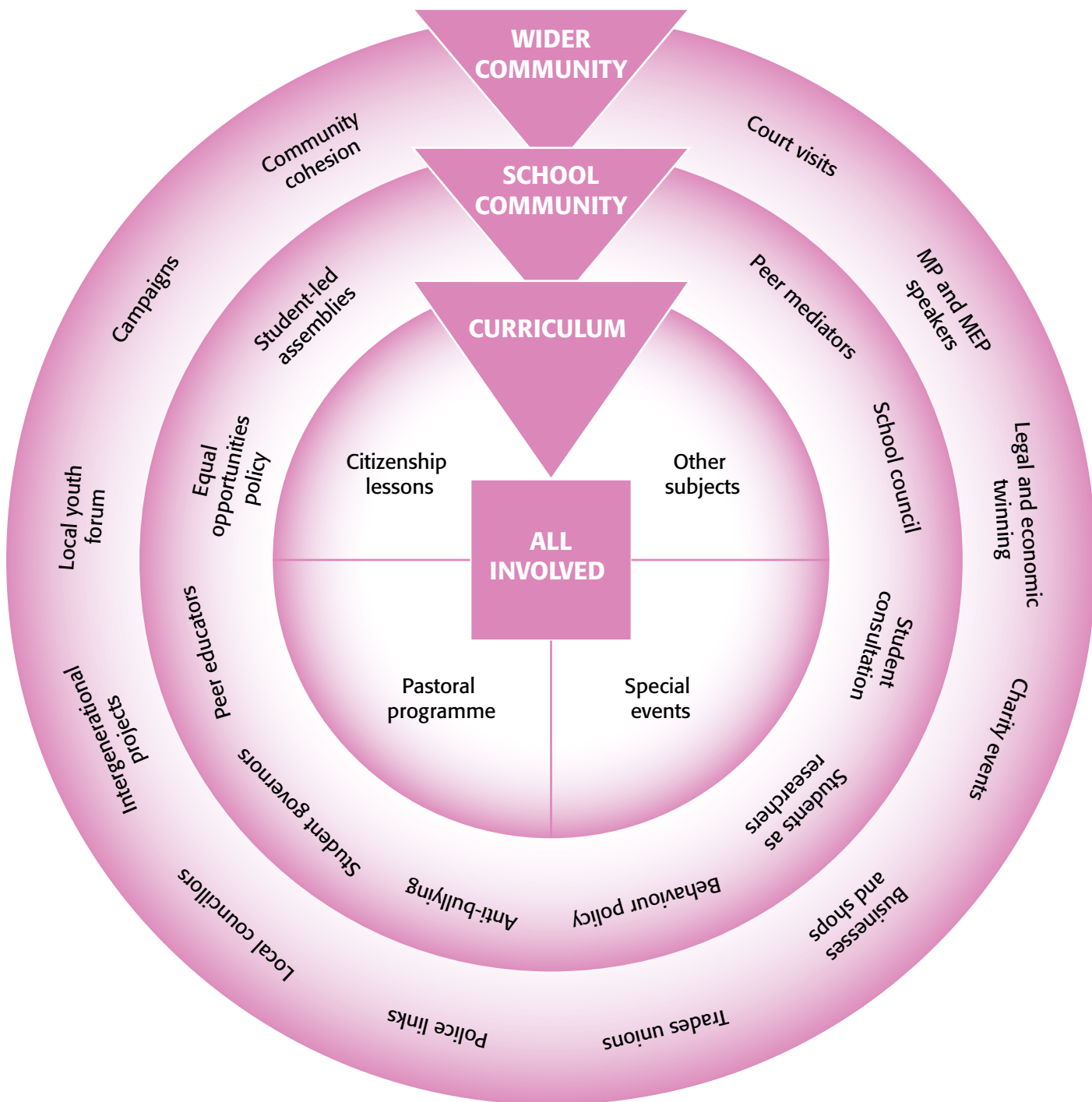
In assembling a Citizenship programme, it is important to begin with the National Curriculum programmes of study. They set out the core learning to which all students in the school are legally entitled.

A good Citizenship programme will also include enrichment or optional activities, allowing students to develop particular interests, e.g., a social action group, a Citizenship website, a school linking partnership, or mock trials.

Whether core or optional, the important thing is to provide a broad and rich range of opportunities for Citizenship learning, both in and beyond the classroom. There are opportunities to be found in almost every aspect of school life, for example:

- ▶ *The formal curriculum* – by including Citizenship as a stand-alone subject with its own lessons taught by specialists, as an element in other subjects, and in the form of discrete modules in other programmes
- ▶ *Special events* – by suspending the timetable to have whole year or school activities on a Citizenship theme, such as Human Rights, Youth Crime or Global Citizenship – or for a mock election or student consultation
- ▶ *The pastoral programme* – by introducing Citizenship-related tutorial activities, such as class councils, discussions of topical issues or circle time
- ▶ *Assemblies* – by allowing students to make presentations on Citizenship issues, or inviting in outside agencies and speakers
- ▶ *School governance* – by giving students a role in formal school decision-making, e.g., through becoming associate governors, or through sitting on planning and policy development groups
- ▶ *Student voice* – by giving students a say in aspects of school life that affect them, e.g., social facilities, codes of conduct or new staff appointments – through school councils, questionnaires, students-as-researcher programmes, focus groups or suggestion boxes
- ▶ *Positions of responsibility* – by giving students the chance to take charge of school activities, e.g., organising events, or acting as peer counsellors or mediators
- ▶ *Social action projects* – by giving students opportunities to take an active part in changing school or community life, e.g., through local campaigns and intergenerational or environmental projects
- ▶ *Teaching and learning* – by involving students in peer assessment, or consultations about homework, teaching methods and discipline
- ▶ *Community involvement* – by inviting the community into the school, e.g., MPs and MEPs, local councillors or voluntary agencies – or going out into the community, e.g., visits to courts of law or council chambers or holding community surveys.

Figure 1: A rich and varied Citizenship programme





# What can be achieved?

Experience shows that schools that set high store on student participation and look for opportunities for Citizenship learning beyond as well as within and across the curriculum, are constantly surprised by their results.

Consider the experience of Gill Price at Rosemary Musker School in Thetford:

“Imagine the scene.....there I was, newly appointed to lead on Citizenship, in a school in special measures with Citizenship as one of the two key issues – a windswept and bare mobile classroom on the perimeter of the school site, no resources and students who regarded the subject as a waste of time.

Fast forward just three years ... and here we are now, the Norfolk Training School in Citizenship, with an Ofsted report commending the range of the our Citizenship provision and describing how much ‘the students like the subject.’

How did we do it? The vision was everything. With the support of the County Adviser, we mapped on to a sheet of A1 everything we wanted to achieve and everything we thought we needed to do to achieve it. (It is still pinned on my office wall!).

We began by putting together a fairly standard Citizenship programme, tailored to take account of student needs, local issues and our available resources. Building up a resource bank, even with limited funds, was not difficult given the vast amount of material available on the internet and from the many voluntary organisations and agencies offering free materials. Careful selection – incorporating student evaluation and feedback - soon had the shelves heaving with resources.

We entered all Year 11 students for the Citizenship GCSE Short Course and combined this with a plethora of active citizenship projects. This was the making of the subject with so many students eagerly engaged in active learning projects with a focus on making difference. They ranged from small-scale recycling and awareness-raising projects to car washes, sponsored walks and peer work in junior schools to large-scale public fundraising gigs and community Fun Day events.

With all this came publicity – press coverage, newsletters home to parents, displays. People within and beyond the school could not fail to see, hear and experience the buzz from the students. It was hard work seeing this through and we are now on our third cycle, but the benefits have been huge and far reaching. The whole school culture and ethos have changed, GCSE results are improving and students enjoy the participation in school and community life. We have met with some resistance along the way but nothing insurmountable and combined with a large dose of self belief, determination and leadership backing, there is no stopping us!”

# What are different schools doing?

## Underpass Experts

A year and a half after students at Deptford Green School, Lewisham, identified the New Cross Underpass as the most unsafe place near the school, funding was secured from Transport for London for its complete redesign. Students have worked with Lewisham Council and urban designers, The Landscape Partnership, to design and 'road-test' options for the Underpass with the community. Their work came to a head in late April when the Year 8 'Underpass Experts' (one student representing each class) presented their work and ideas for ongoing community involvement in the designs to executive members of the Council – Head of Planning and Head of Transport included, after which the funding success was announced. Students will continue to be involved in the project through to its completion in September 2009.

## Current Affairs Quiz

At Stocksbridge High School, near Sheffield, tutors run a weekly current affairs quiz in their tutor session at the beginning of the day. Questions for each year group are compiled the weekend before and students register their answers using Qwizdom radio frequency handsets. The use of this technology allows students to compete against other tutor groups and see their results displayed in graph form.

## Citizenship within and across the Curriculum

At Altrincham Girls Grammar School, every subject department contributes towards the school's Citizenship programme – for example:

- ▶ Maths – the statistics of global infant mortality rates
- ▶ English & Drama – the language of gender, race, religion and power
- ▶ Music – slavery and its relation to blues music
- ▶ Geography – connecting the local with the global
- ▶ Chemistry – public ethics and the application of science
- ▶ Modern Foreign Languages – aspects of human rights, equal opportunities and environmental issues
- ▶ Business Studies – corporate social responsibility, equal opportunities law.

In addition to this, all Key Stage 3 students have a separate dedicated Citizenship lesson each week and Key Stage 4 students study short modules on particular Citizenship issues such as Trading Standards. They also get the opportunity to participate in special suspended timetable events on Citizenship issues held throughout the year, such as an Earth Summit, a Politics Awareness Day, a Consumer Rights Day, a British Diversity day and a Human Rights Week.

## Students-as-Researchers

Hastingsbury Upper School, Bedford, was one of the first schools in England to set up a Students-as-Researchers group. Developed from a sub-committee of the student council, the group collects and analyses information on school issues and reports its findings to staff and other students. One issue students have researched is the structure of the school day, in particular the lack of time for students to get one from lesson to the next. Student researchers also sit in on lessons as non-participant observers to report on issues of learning and teaching. After a certain amount of resistance initially, this has now been generally accepted by teaching staff as helping to create a better learning environment in the school as a whole.

The teacher facilitator says, "There are no real areas where students can't be involved in the decision-making in school."

## Fair Trade Club

Following their campaigning for Fair Trade throughout the year, including securing a written Fair Trade policy for the school, members of Deptford Green School's Year 7 and 8 Fair Trade Club linked up with Jocelyn and Stephen – students from Kuapa KoKoo, a workers' co-operative in Ghana which provides the cocoa for Dubble chocolate. The two Ghananian students, who were on a visit to the UK to launch the new *Mission: Possible Dubble Agents* website, were invited back to Deptford Green later in their tour to see how the school 'does' Fair Trade, and share experiences, stories and connections.

## Rights Respecting School

John Hanson School, Andover, has adopted the UNICEF Rights Respecting School framework as the underpinning for its school ethos and arrangements for planning, development and review. The Rights Respecting School framework puts the UN Convention on the Rights of the Child at the heart of a school's core values. At the centre of the framework is the Rights Respecting Classroom in which older students educate younger ones about the UN convention and its implication for school life. Out of this concept has emerged the Class Charter which is negotiated by students and their teachers at the beginning of the year. Year Councils and the whole-school Student Council are also centred on the same principles, so much so that their constitution includes reference to their role in safeguarding relevant Articles of the UNCRC within the school. Teachers say that the agendas and minutes for these meetings reflect a level of maturity and debate which is far-removed from student-led campaigns to install vending machines.

## Buddying Service

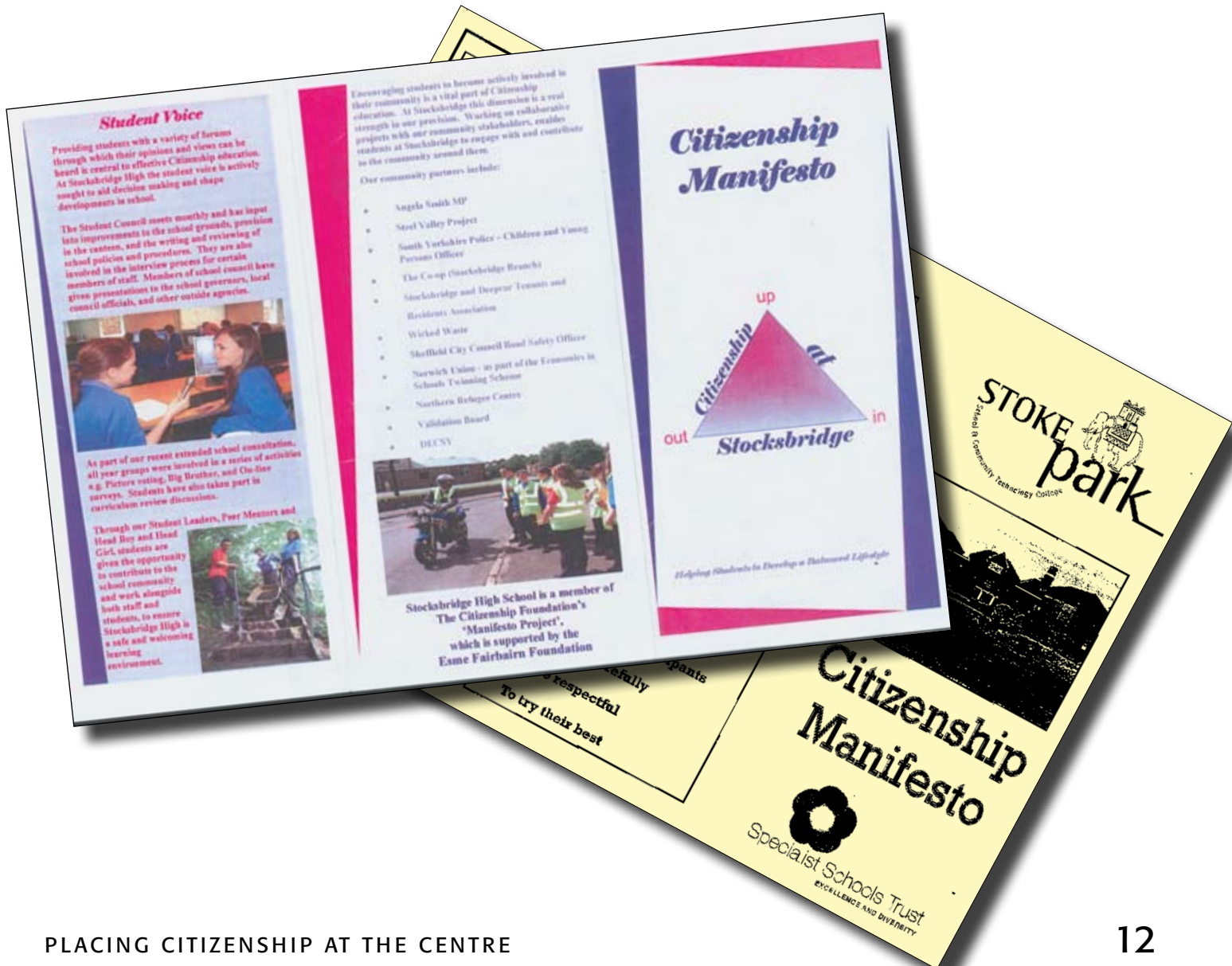
George Green's School, Isle of Dogs, has set up its peer support service as a Buddying Service. Twenty-one Year 10 students have received specialist training from ChildLine to help them support young pupils in school – in key skills such as effective listening, positive communication and exploring options as well how to set and respect boundaries and deal with issues of confidentiality. The aim of the service is to enable young people to talk and support one another with their problems, including bullying.

One of the young people involved says, "Pupils can come to talk to us about any concerns or problems that they may have, at home or in school."

Another service provided by students is a 24 hour anti-bullying telephone care line at the school for use by fellow pupils.

# 2

# Citizenship Manifestos



# What is a Citizenship Manifesto?

A Citizenship Manifesto is a short, public document that sets out a school's vision for Citizenship.

Rather like the manifesto of a political party, it outlines the school's Citizenship values and its intended programme of Citizenship activities for the coming year or years – in the form of a promise or pledge.

The basic aim is to strengthen the position of Citizenship in the school by raising its profile and giving coherence and a sense of identity to the school's provision - bringing together all of its Citizenship activities into one easily-recognisable programme.

The Citizenship Manifesto is a flexible tool. In addition to this basic aim, there are many other uses to which it can be put in school – such as:

- ▶ initiating a conversation about Citizenship
- ▶ creating links between Citizenship and other school subjects
- ▶ generating a genuinely 'whole-school' approach to Citizenship
- ▶ enriching the Citizenship programme for students
- ▶ providing a focus for Citizenship review, monitoring and evaluation
- ▶ facilitating staff development in Citizenship
- ▶ embedding Citizenship permanently in the curriculum so it is no longer dependent on individual enthusiasm
- ▶ helping parents, governors and community members to understand what Citizenship is all about
- ▶ improving student consultation and participation
- ▶ strengthening school-community links
- ▶ making the school more accountable to its 'stakeholders'
- ▶ developing a more participative approach to school policy-making
- ▶ contributing to the school improvement strategy.

"I thought it would be a good way to put it all together, organise it and make it clear what we're doing .... and help parents to understand." *Janet Spurrell, Altrincham Girls Grammar School*

"Where they're doing their self-evaluations, students are able to say, 'Oh, yeh! That's Citizenship!'" *Gerard MacMahon, Sheldon School*

"... it's a way of improving staff understanding, improving staff training and making it relevant .. I used it as an opportunity to remind staff how Ofsted view Citizenship." *Helen Ward, Stocksbridge High School*

"It's a good way of promoting the school positively within the community." *Jane Dobson, Sheldon School*

# Where does the idea of a Manifesto come from?

The idea of a Citizenship Manifesto was first proposed in an article in the journal *Teaching Citizenship* in 2001 in response to some of the challenges and opportunities posed for schools by the inclusion of Citizenship as a new Foundation Subject in the National Curriculum for secondary schools.<sup>1</sup>

While much has happened since then, reports from OFSTED and NFER and monitoring exercises by QCA over the intervening years suggest that:

- ▶ there is still considerable uncertainty in some schools about the meaning and scope of Citizenship
- ▶ Citizenship programmes in many schools still lack coherence and a sense of identity, such that students do not always know when they are 'doing' Citizenship
- ▶ many schools are still finding it difficult to create links between classroom Citizenship and Citizenship activities that take place beyond the classroom in the life of the school and the wider community
- ▶ students' experience of Citizenship still varies considerably from school to school
- ▶ the status of Citizenship in schools is still too dependent on the interest and enthusiasm of individual teachers, head teachers or SMT members
- ▶ Citizenship is still often marginalised in schools because of 'external' pressures, such as league tables and the need to improve examination results
- ▶ staff development in Citizenship is still insufficient to cope with need.

"Few schools have, as yet, recognised the broad scope of citizenship education and attempted to translate it into a holistic and coherent whole-school policy." *NFER, 2003*

"... there is not yet a strong consensus about the aims of citizenship education or about how to incorporate it into the curriculum." *Ofsted, 2006*

"One problem is that people don't know when they are doing Citizenship"  
*Student, George Green School*

"Citizenship can seem incoherent and everywhere. The Manifesto is a way for the school to give people a feel that there is a thread between it all."  
*Tony Bishop, Stocksbridge High School*

1. T Breslin 'A Citizenship Manifesto for Every School?' *Teaching Citizenship*, Issue 2, Autumn 2001.

# Who are Citizenship Manifestos for?

Unlike Citizenship policies which are drawn up largely for use by teaching staff, Citizenship Manifestos have relevance to *all* of the school's 'stakeholders' – including staff (teaching and non-teaching), students, governors, parents, community members, external partners, inspectors and advisers:

- ▶ for *students*, the Manifesto acts as a guarantee of their entitlement to a programme of Citizenship activities – including enrichment activities – offered by the school, making them aware of what they can expect and when
- ▶ for *Citizenship teachers and co-ordinators*, it raises the profile of their subject and helps them to attract support – from both inside and outside the school
- ▶ for *teaching staff in general*, it helps them to understand the aims and purposes of Citizenship as a National Curriculum subject and the part they can play in delivering it
- ▶ for *non-teaching staff, governors, parents, community members and external partners*, it informs them about the nature of the Citizenship programme in place in the school and how they might contribute to it
- ▶ for *inspectors and advisers*, it provides evidence of the quality of Citizenship provision on offer in the school and the action the school is taking to develop this
- ▶ for *all stakeholders*, it provides an opportunity to be involved in school policy-making in an active and mutually supportive way that brings unity of purpose to the school and helps it to become more responsive to its community.

"Who is it for? It's for the pupils in the school to see where their entitlement is, for the school itself to celebrate what it does, for parents so they know what is going on, and for governors and outside agencies to realise that they are contributing to a whole – they tend just to do their bit and go away, don't they?"

*Janet Spurrell, Altrincham Girls Grammar School*

"It strikes me as an excellent way of getting the students themselves to be a part of what's being done in school." *Mrs Kenny, Swanshurst School*

"It's about getting individual teachers and departments to see how Citizenship impacts on them and to take responsibility for it." *Helen Ward, Stocksbridge High School*

# What do Citizenship Manifestos look like?

Citizenship Manifestos are short documents – perhaps no more than two sides of A4 in the first instance. At their heart is a summary of the school's approach to Citizenship, including:

- ▶ the values underlying the Citizenship programme
- ▶ the sort of core and optional Citizenship activities that students can expect to undertake during each school year and across each Key Stage
- ▶ the ways in which these activities are to be provided.

The Manifesto is written in simple, accessible language - using bullet-points and text-boxes rather than dense prose. Ideally, it is visually attractive, well-illustrated, and designed to explain what Citizenship involves and stands for in the school.

It should be capable of being produced in different formats for different audiences – or for different forms of dissemination, such as:

- ▶ a leaflet, possibly folded into several panels
- ▶ a poster, for classroom, staffroom and corridor display
- ▶ a section in a student planner or homework diary
- ▶ an insert in a prospectus or school publicity pack
- ▶ a page on a school website
- ▶ an insert in a staff handbook.

"... (it is) a simplified statement of our promise – one for students and parents to read. It is customer friendly." *Lorraine Newbury, Stoke Park School*

"We've got a whole page about what's distinctive about Citizenship in our school!"  
*Helen Ward, Stocksbridge High School*

"A motto, a logo ... very short, ideally on one side of paper ... some sort of a pledge, such as, 'We will provide you with opportunities for ...'" *Andrew Gee, Bottisham Village School*

"The students liked the idea of a glossy, colourful, picture-filled brochure."  
*Jane Dobson, Sheldon School*

"You can't use the same one for the teachers as for the parents."  
*Claire Brunell, Altrincham Girls Grammar School*



# How are Citizenship Manifestos written?

Writing a Citizenship Manifesto is essentially a *collective* process. As the whole point of the Citizenship Manifesto is to create an approach to Citizenship that is valued by the school as a community, it is important that the range of ideas and interests found across the school community is represented in the writing process.

Depending upon the precise way in which the Manifesto is to be used, the composition of the Manifesto writing team may vary. Some schools try to secure the direct involvement of representatives of the complete range of people associated with the school community – staff, students, governors, parents and external partners. Others emphasise the role of a particular group within the school (e.g., the school council) who then commend their recommendations to other stakeholders.

Whatever the emphasis, students will always have a central part to play in the writing process as ultimately they are to be its main beneficiaries.

The Manifesto process:

- ▶ is characterised by consultation and negotiation
- ▶ is as important as the document to which it leads
- ▶ takes time if it is to be done well
- ▶ needs to enable periodic, but not necessarily annual, review.

It begins with a clarification of what a Citizenship Manifesto has to offer, the securing of the support of the head teacher and senior management and an evaluation of the current state of Citizenship provision in the school.

*"I started writing the Manifesto myself, but then I realised that is no good. I needed to get others involved." Anthony Mitchell, Amersham School*

*"It's a commitment building thing: it's something everyone is involved in." Janet Spurrell, Altrincham Girls Grammar School*

*"The best way would be to put the idea to the school council, for them to suggest other stakeholders and to make – with the help of teachers – the initial contact." Sam Jackson, Durham Combined Business College*

*"It's a good idea to involve some community partners, even if it is just showing them a draft." Claire Smith, Stocksbridge High School*

# How do Citizenship Manifestos become public?

The whole point of Citizenship Manifestos is that they are for *public* use. They have, or ought to have, relevance to everyone associated with a school and when completed ought not, therefore, be relegated to the dark recesses of an office cupboard.

Schools vary as to how they make their Citizenship Manifestos public. Different ways include:

- ▶ Citizenship lessons
- ▶ school assemblies
- ▶ school notice boards
- ▶ school website
- ▶ year team meetings
- ▶ staff development sessions
- ▶ prospectuses and packs for prospective parents
- ▶ parent or community newsletters
- ▶ open days
- ▶ parents' evenings
- ▶ press releases
- ▶ local media
- ▶ local libraries
- ▶ youth centres.

For many schools arranging some kind of *launch event* is an essential part of the dissemination process. Some put on a high-profile event, inviting local and community partners, e.g., an MP, a mayor or a councillor. Others opt for a more low-key approach, combining the launch with a parents' evening or staff development day.

"The Manifesto has been put in all the prospectuses for the incoming Year 6 and displayed at the Year 9 parents evening and the Celebration of Success evening." *Helen Ward, Stocksbridge High School*

"We'll publish it. It'll be in the local papers." *Jane Dobson, Sheldon School*

"In the entrance foyer ... people will absorb it subliminally ... staff, too ... dinner staff ... anybody coming into the school." *Doug Smith, Swanshurst School*

"My first idea was that we would have a school launch. We'd get governors and parents and have a bit of a tea party. The Head could make a speech, get the girls to do some sort of Citizenship drama or activity – an after-school event, maybe in tandem with something else. Then the Head said 'No. If we're going to do this, let's do it properly.'" *Janet Spurrell, Altrincham Girls Grammar School*

# What then?

Citizenship Manifestos are *working* documents.

The Manifesto process does not end with the production and dissemination of the Manifesto. How it is *used* is as important as the process of producing it.

Once public, Citizenship Manifestos can be used in a variety of different ways – for example:

- ▶ *students* can use them to check whether they are receiving their Citizenship entitlement
- ▶ *teaching staff* can use them to evaluate their contribution to Citizenship provision, an especially useful function given the emergence of the SEF
- ▶ *schools as a whole* can use them to monitor the effectiveness of their Citizenship programmes and examine the range of their offer
- ▶ *parents and community members* can use them to find out what is happening in Citizenship in their schools and how they might make a contribution to the programme
- ▶ *advisers and inspectors* can use them as evidence of Citizenship planning and development in schools.

Furthermore, at some point in the process the Manifesto itself needs to be evaluated and, if necessary, revised – thus creating an opportunity for a new generation of students and stakeholders to become involved in and experience the Manifesto process at first hand themselves.

*“The promises made in the Manifesto should be reviewed in a DEP (Development and Enrichment Programme) lesson later in the year.” Student, Swanshurst School*

*“If you’ve got pupils who at least know what they should be getting then they’ll say, ‘Look, it says here I’m supposed to ... I haven’t done that, when are you going to teach me about that?’” Janet Spurrell, Altrincham Girls Grammar School*

*“It gives us a framework by which to measure our progress and our ideas.” Gerard MacMahon, Sheldon School*

*“It will be a catalyst for more Citizenship activities and looking out to the community and increasing that participation of which the school council should be a part.” Jane Dobson, Sheldon School*

# 3

# Writing a Citizenship Manifesto

**Citizenship Manifesto Meeting  
Friday 16 November 2007  
AGENDA**

1. Welcomes and Introductions (JSD)
2. Progress to date: recap of last meeting and review of Draft Manifesto (JSD)
3. Incorporation of pupil feedback into Manifesto: work in groups and feed back (All)
4. Revision of Draft Manifesto (All)
5. Look at letter to community partners (time allowing)
6. The way forward
7. AOB

Citizenship Manifesto - First Draft

This manifesto is a public document which outlines the rights and responsibilities students have and to make students aware of those rights.

In accordance with the UN Declaration of Human Rights, all students in this school, George Green's, have the following rights and responsibilities regardless of:

- different sex
- different skin colour
- speaking in a different language
- doing different things
- coming from a different religion
- more or less
- born into another social group
- from another country

Students have the right to participate in active Citizenship opportunities at the school, for example:

• mentoring

Students have the right to express their own ideas and opinions about issues within the school as long as they don't abuse that right. To ensure that right, we will keep the following:

• a democratically elected by students, however with rules to make sure that the Council is made up of committed

• student media such as the radio station and the newspaper

Students have the right to express their opinion about the school through the following processes:

• teachers' lessons

• dates for jobs

• the right to have their opinions acted upon through

• SLT about issues and problems in the school - are they being followed up?

• SLT about policies - particularly the

• suggestion boxes and pupil surveys are looked at by SLT and considered and acted upon.

# Step 1: Get your head round the idea

The idea of a Citizenship Manifesto is relatively new to many teachers and schools.

If you are thinking of creating one for your school, it is important at the outset to have a clear idea of what a Citizenship Manifesto is and what it can do for a school.

Unless you are clear about this yourself, you are unlikely to be able to explain the concept to anyone else or persuade them that it might be a good idea.

## Questions

Drawing on Section 2 of this resource, think about...

- ▶ What would you say were the essential features of a Citizenship Manifesto?
- ▶ How does it differ from a Citizenship policy?
- ▶ If you had to explain what a Citizenship Manifesto is and what it is for in one sentence, what would you say? How would you explain it: (a) to students, and (b) to staff?

## Notes

# Step 2: Enlist support

Writing a Citizenship Manifesto is something you could probably do by yourself in five minutes – but that's not the point! It only works if it is a collective effort.

It is important early in the process, therefore, to enlist support - beginning with the head teacher and senior management or leadership team. When you have the agreement of the school leadership, you can think about presenting the idea to other groups, e.g., in a staff briefing, a student council session, a governors' meeting or parents' event.

Then you can think about assembling a small team of sympathetic people to form a Citizenship Manifesto Working Party.

## Questions

Think about the people associated with your school:

- ▶ Who will you need to have on your side to get a Citizenship Manifesto off the ground?
- ▶ Which groups do you think should be represented in your Working Party?
- ▶ Can you name the actual people who you think you could approach for help?

## Notes

# Step 3: Identify the need

When you feel you have a good grasp of the Manifesto concept and have begun to assemble a small team to work on it, you can begin to think about the aspect(s) of your school's Citizenship provision most in need of development or revision.

A good place to start is with an audit of your existing Citizenship provision. There is no need to send round a detailed tick-box questionnaire to every department or teaching area. Identifying and speaking to the right people can provide more valid and reliable answers and does not risk becoming a bureaucratic chore for others.

To get a better idea of what a good Citizenship programme might contain, use the diagram on page 8 of this resource.

## Questions

Think about the Citizenship provision in your school:

- ▶ What are the strengths and weaknesses of your current Citizenship programme?
- ▶ Which aspects of this programme do you think a Citizenship Manifesto could most help you to develop?

## Notes

# Step 4: Decide your focus

Citizenship Manifestos can have a number of different uses. It is important to decide exactly what your school needs the Manifesto to do and to choose the focus accordingly

What you decide to focus on will depend upon your evaluation of your school's existing Citizenship provision and its current state of development.

How you see this will affect where you think your initial focus should be, e.g., if professional development is a priority, then you may wish to focus initial Manifesto development on the teaching staff – however, if you are more interested in increasing student participation, your initial focus may be on your students and how they might be more involved in the Manifesto process.

## Questions

Using Sections 1 and 2 of this resource, think about the different things you could use your Manifesto for:

- ▶ Which of these would you say would be most beneficial to your school? Why?
- ▶ Where do you think the initial focus of your school's Citizenship Manifesto should be – on students, staff, external partners, someone else? Why?

## Notes



# Step 5: Involve the community

School-community links are an essential aspect of Citizenship. They provide students with *real-life issues* on which to work and help them to find out about and become more involved in the world beyond the school. They are also invaluable sources of help in the classroom by providing visiting speakers, helping with arrangements for visits and trips, and organising community placements and local partnerships.

You can involve your school's external partners in the Citizenship Manifesto process in a number of different ways, e.g., by inviting one or more of them to join a Manifesto working party, or highlighting their contribution to your Citizenship programme in the Manifesto itself. You can find a draft letter inviting community partners' participation in Appendix 4.

## Questions

Looking at the list of suggestions in Appendix 3, think about the different community partners you could involve in your Citizenship Manifesto process:

- ▶ Which of your school's existing community partners might be interested in becoming involved?
- ▶ How could you involve them?
- ▶ Are there any new community partners you might approach about this? How could you approach them?

## Notes

# Step 6: Draw up a plan

Creating a Citizenship Manifesto takes time and effort and involves contributions from a range of different people. At some point, therefore, you will need to draw up an action plan for your Manifesto process – setting out your intended time-scale and key milestones.

As a bare minimum, you should think about building in time for:

- ▶ conceptualising and agreeing the process
- ▶ auditing your existing Citizenship provision
- ▶ putting a Manifesto team together
- ▶ thinking about funding implications and supply cover
- ▶ producing a draft
- ▶ consulting on and revising the draft
- ▶ seeking the agreement of head teacher/ SMT or SLT
- ▶ designing the document
- ▶ disseminating the finished product - going public
- ▶ embedding the published Manifesto in school practice.

## Questions

Think about the steps you and your colleagues will need to take to produce your Citizenship Manifesto:

- ▶ Realistically, how long do you think the Manifesto process will take in your school?
- ▶ What are going to be your key milestones? Can you put these in chronological order?

## Notes

# Step 7: Decide on the format and design

Deciding on the format of your Citizenship Manifesto is crucial to the success of the whole Manifesto process.

Will it be a simple A4 piece of paper or a folded leaflet or brochure? Could it be on-line, a special page in students' planners or blown-up into a poster? What kind of illustrations do you need? Would a special logo add value or visibility?

Is there to be one definitive version or slightly different versions for different audiences, e.g., for adults and young people?

Your decisions about design will, to some extent, depend on what you intend to use the Manifesto for and how you plan to make it public.

## Questions

Think about the format and design of your Citizenship Manifesto:

- ▶ What kind of format or formats do you think will be most appropriate for the purposes you have in mind?
- ▶ What are the essential design elements you would like to build in?
- ▶ Who, within or beyond the school, will be able to help you with design and production values?

## Notes

# Step 8: Arrange publicity

Unlike a school policy, which is primarily for internal use, a Citizenship Manifesto is ultimately for *public* consumption.

You will need to decide, therefore, how you are going to *publicise* your Citizenship Manifesto once it is finished. You will also need to decide how you are going to *distribute* copies and to whom.

Will you have a formal launch? – if so, who would you invite? Is a simple in-school event all that is necessary or would a high-profile occasion involving external organisations and partners be more appropriate?

Do you have a school newsletter you could use, or school website? Have you thought about including a copy of the Manifesto in your school brochure or the pack sent out to parents of all new students. Are there places you can leave copies locally, e.g., feeder primary schools or a local library or youth club?

## Questions

Think about how you are going to publicise and distribute copies of your Citizenship Manifesto:

- ▶ Who do you think would benefit from having a copy of your Citizenship Manifesto?
- ▶ How can you ensure that the Manifesto reaches these individuals and organisations?
- ▶ What sort of public launch, if any, do you think would be appropriate for your school?

## Notes

# Step 9: Follow it up

A Citizenship Manifesto is a *working* document.

While there is much to be gained from the development process, an essential part of a Manifesto's value comes from what you do with it once you have written it.

It is important, therefore, to consider what you are going to do with your Manifesto once you have launched it on the world,

Will you encourage students to use it to check they are receiving their Citizenship entitlement? Do you intend to use it to monitor and evaluate the school's Citizenship provision? Are there ways in which it might help you to encourage wider and more reciprocal school-community links? Will school leaders and departmental managers refer to it when compiling the SEF? Are there other ways in which you can use it as evidence of improvement in the school inspection process?

## Questions

Think about what you will do with your Citizenship Manifesto when it has been published and disseminated:

- ▶ What do you see as being the most valuable use for your Manifesto once it is written?
- ▶ Do you think there will come a time when you need to review it? If so, what form do you think the review process should take?
- ▶ If you envisage renewing the Manifesto at some stage, when might the development process for the next 'edition' begin?"

## Notes

# Step 10: Start as you mean to go on

Developing a Citizenship Manifesto is not an easy option: it takes time, commitment and support from a wide range of people.

As you set out on the Manifesto process, you need to make a realistic assessment of the amount of time and kind of support you are going to require.

You need to think about where the extra time is going to come from and where you will get the necessary administrative or other support.

It is more than likely that you will need to prioritise your work on the Manifesto over some other aspect (or aspects) of your work if you are to give yourself a realistic chance of success. Be prepared to make this kind of decision at the outset and think through the implications carefully.

## Questions

Think about the time and support you are likely to need:

- ▶ How much extra time do you think you will need? Where is this time going to come from?
- ▶ What kinds of administrative and other support are you likely to need and where and how can you get these?
- ▶ How, in particular, can departmental managers and school leaders assist you in securing this support and making the necessary time available?

## Notes

# Appendix 1: Checklist - Manifesto Planning

- ▶ Have you got a clear idea of what a Citizenship Manifesto is and what it is for?
- ▶ Have you got the support of your head teacher, SMT/ SLT and other colleagues?
- ▶ Have you decided exactly what you want the Manifesto to do for your school's Citizenship programme?
- ▶ Do you know what your initial focus will be?
- ▶ Have you secured the involvement of community or external partners?
- ▶ Have you agreed an action plan with time-scales and milestones?
- ▶ Do you know what your Manifesto is going to look like and what is going to be in it?
- ▶ Have you agreed how your Manifesto will be publicised and distributed?
- ▶ Are you clear about the way you will embed your Manifesto in practice in school once it has been published?
- ▶ Have you made a realistic assessment of the time and kind of support you are going to need?

# Appendix 2: Checklist – Manifesto Contents

## Does your Citizenship Manifesto include:

- ▶ a statement of your school's vision for Citizenship?
- ▶ the values underpinning your school's approach to Citizenship?
- ▶ the programme of Citizenship activities your students can expect?
- ▶ reference to opportunities for student participation in the life of the school and through its community links as well as in the classroom?
- ▶ mention of enrichment activities as well as statutory provision?
- ▶ who is responsible for delivering your Citizenship programme?
- ▶ the process through which your Manifesto has been drawn up and the personnel involved?
- ▶ the roles of community and external partners?
- ▶ how the promises made in your Manifesto will be monitored?



# Appendix 3: External and Community Partners

A Citizenship Manifesto can help you to develop wider, more reciprocal school-community links – with external and community partners agreeing what they can offer the school and the school agreeing what it can offer them in return.

Which of the following external or community partners do you think you could involve in the Manifesto process in your school?

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| ▶ Local Councillor                             | <input type="checkbox"/> | ▶ Fire Fighter  | <input type="checkbox"/> |
| ▶ MP or MEP                                    | <input type="checkbox"/> | ▶ Registrar   | <input type="checkbox"/> |
| ▶ Local Authority Democratic Services Officer  | <input type="checkbox"/> | ▶ Housing Officer   | <input type="checkbox"/> |
| ▶ Social Work                                  | <input type="checkbox"/> | ▶ Trades Union  | <input type="checkbox"/> |
| ▶ Primary Care Trust                           | <input type="checkbox"/> | ▶ Voluntary organisations and agencies  | <input type="checkbox"/> |
| ▶ Local Authority Community Engagement Officer | <input type="checkbox"/> | ▶ Immediate neighbours  | <input type="checkbox"/> |
| ▶ Sustainable Communities Initiative           | <input type="checkbox"/> | ▶ Established school-industry link partners, work experience placement providers and businesses | <input type="checkbox"/> |
| ▶ Youth Participation Officer                  | <input type="checkbox"/> | ▶ FE and HE institutions and students   | <input type="checkbox"/> |
| ▶ Environmental Health                         | <input type="checkbox"/> | ▶ Armed Forces  | <input type="checkbox"/> |
| ▶ Trading Standards                            | <input type="checkbox"/> | ▶ Religious organisations and leaders   | <input type="checkbox"/> |
| ▶ Waste Management                             | <input type="checkbox"/> | ▶ Local Authority Education Advisory Service or School Improvement Team                         | <input type="checkbox"/> |
| ▶ Youth groups                                 | <input type="checkbox"/> | ▶ Education-Business Partnership  | <input type="checkbox"/> |
| ▶ Magistrate                                   | <input type="checkbox"/> | ▶ Other?  | <input type="checkbox"/> |
| ▶ Solicitor                                    | <input type="checkbox"/> |   |                          |
| ▶ Police                                       | <input type="checkbox"/> |   |                          |

# Appendix 4: Draft Letter

Dear \_\_\_\_\_

*As you are aware, we have a rich and varied Citizenship programme here at \_\_\_\_\_ School - to which you have previously and generously given your time. Citizenship is now a compulsory National Curriculum subject for all secondary school students and increasingly is also taught in primary schools.*

*I am writing now to ask whether you might be interested in helping the school to develop a Citizenship Manifesto.*

*A Citizenship Manifesto is a public document which describes a school's commitment to Citizenship. It incorporates an expression of the school's Citizenship values, an outline of the sort of core and optional Citizenship activities that students can expect to undertake during each school year, how these activities are to be provided and by whom. It is drawn up through the collective effort of a cross-section of people associated with a school - students, staff, governors, parents and external and community partners.*

*The purpose of the Manifesto is give coherence and sense of identity to the school's Citizenship provision, raise its profile in and beyond the school and encourage links between the school and its surrounding community.*

*We would be delighted if you would agree to be involved in our Manifesto in some way, e.g., having your contribution to our Citizenship programme referenced in the Manifesto, joining the working group set up to draft the document or helping in some other way.*

*If you are interested, do get in touch – we would love to hear from you. Alternatively, if you would like to know more about the idea before committing yourself, do not hesitate to contact us.*

*Thank you for you time and support.*

*Yours sincerely,*

*[name, position, direct line and e-mail address]*

# Appendix 5: Further Reading and Useful Websites

If you are interesting in reading more about the idea of a Citizenship Manifesto or about Citizenship in secondary schools in general, you might begin with one of the following:

- ▶ Breslin, T. (2001) 'A Citizenship Manifesto for Every School?' *Teaching Citizenship*. Issue 2, Autumn.
- ▶ Breslin, T. & Dufour, B. (eds) (2006) *Developing Citizens: A Comprehensive Introduction to Effective Citizenship Education in the Secondary School*. London: Hodder Murray.
- ▶ Huddleston, T. & Galbraith, R. (2008) *The Citizenship Manifesto Project: An evaluation report presented to the Esmée Fairbairn Foundation*. London: Citizenship Foundation.
- ▶ Huddleston, T. & Kerr, D. (eds.) (2006) *Making Sense of Citizenship: A Continuing Professional Development Handbook*. London: Hodder Murray/ Citizenship Foundation.
- ▶ QCA (1998) *Education for citizenship and the teaching of democracy in schools* (The Crick Report). London: QCA.

Two organisations that can help with practical enquiries and suggestions of resources for Citizenship in schools are:

- ▶ Citizenship Foundation  
[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)
- ▶ Association for Citizenship Teaching  
[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

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- ▶ Blue Coat School, Coventry
- ▶ Bottisham Village School, Cambridge
- ▶ Devizes School, Wiltshire
- ▶ Durham Community Business College for Technology and Enterprise
- ▶ George Green School, Isle of Dogs
- ▶ Park View School, Chester-le-Street
- ▶ Sheldon School, Chippenham
- ▶ Stocksbridge High School, Sheffield
- ▶ Stoke Park School, Coventry
- ▶ Swanshurst School, Birmingham.

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'*Placing Citizenship at the Centre* brings together the most important findings of the Citizenship Manifesto Project in the form of an easy-to-read practical guide, as a small contribution to our developing understanding of what it means for a school to take education for citizenship seriously – to become, in every sense of the word, a *citizenship-rich* school, and a more effective place in which to learn and teach in the process.'

Tony Breslin, Citizenship Foundation

'Citizenship can seem incoherent and everywhere. The Citizenship Manifesto is a way for the school to give people a feel that there is a thread between it all.'

Tony Bishop, Stocksbridge High School

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