



Education & Cultural Services

Policy: Citizenship
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INDEX

Aims of the policy 2
Adopting the policy 2
Background and rationale 2
Aims of citizenship education are to help pupils: 3
Implementation : All Schools..... 5
Curriculum (HGIOS Key Area1) 5
Structure of curriculum and courses and programmes..... 5
Teaching and Learning (HGIOS Key Area 3)..... 5
Planning for citizenship education 5
Organising for effective teaching and learning 5
Personal and social development 6
Links with local authority, other schools, agencies & employers (HGIOS Key Area 4)..... 6
Climate and relationships/Equality and fairness/Partnership with parents, the School Board and the community (HGIOS Key Area 5) 6
Specific to Secondary Schools..... 6
Appendix 1 7
Key Features of Education for Citizenship Plans: 7
Appendix 2 9
Additional Features Of Best Practice: 9
Appendix 3 10
Examples of Cross Curricular Work 10
Appendix 4 11
Values and Dispositions (practical examples)..... 11
Appendix 5 12
Roger Hart’s Ladder - Children’s Participation from Tokenism to Citizenship 12
Appendix 6 13
ICT Resources: 13
Appendix 7 14
Published Resources: 14
Primary 14
Secondary 14
Background information for teachers 14
Appendix 8 15
Curricular Framework and Suggested Link Resources..... 15
Nursery and Primary 1-3 15
Primary 4 - Secondary 2..... 17

Aims of the policy

- To provide a common framework for citizenship education, policy and practice within West Lothian schools
- To support staff in providing quality teaching and learning opportunities
- To seek to ensure continuous improvement in the quality of learning and teaching within citizenship education and of pupil's achievement and attainment

Adopting the policy

All West Lothian schools are expected to have citizenship as an integral part of the curriculum, as it is one of the National Priorities for Education (Duties of Citizenship and Values, National Priority 4). It is expected that schools will adopt or adapt this policy and customise it to meet the needs of their own pupils in education for citizenship.

All of the recommendations made within this policy are built upon pertinent national guidelines and advice and provide opportunities at local level for audit and evaluation against best practice. Initially, the quality of citizenship education across the stages within schools should be the subject of a review against the key aspects of practice contained within this policy. The views of staff, parents and pupils will form part of the review. Regularly thereafter, the Headteacher, or the teacher with responsibility for citizenship, should audit the programmes to ensure that the policy continues to influence appropriately practice within the school.

Background and rationale

The development of education for citizenship offers all those involved in Scottish education real opportunities to establish clearly the specific roles they play in preparing young people for participation in their own society. West Lothian Council wishes to develop capability for thoughtful and responsible participation in political, economic, social and cultural life. Each young person's entitlement to education for citizenship can be secured through combinations of learning experiences set in the daily life of the school, discrete areas of the curriculum, cross curricular experiences, activities involving links with local communities and participation in decision making. The shape and quality of the curriculum will help to deliver this aim.

This policy has been produced by a cross-sector working group with the aim of acknowledging existing good practice and providing advice and a level of expectation in achieving and sustaining a consistency of practice across all schools.

Education for citizenship has an important part to play in supporting all of the Scottish Executive's National Priorities for education. West Lothian Council is committed to providing the highest quality learning and teaching within citizenship education and therefore endorses the recommendations included within important national documents, including:

- Education for Citizenship in Scotland (Paper for Discussion and Development) (LT Scotland 2002)
- Education for Citizenship Self Evaluation series (HMIE, 2003)
- Education for Citizenship, Primary and Secondary audit packs (LT Scotland, 2002)
- A Curriculum Framework for Children 3-5 (LT Scotland, 1999)
- A Curriculum for Excellence (SEED, 2004) (summary attached)
- The Health Promoting School (HMIE, 2004)
- Determined to Succeed (SEED, 2004)

Aims of citizenship education are to help pupils:

Increase knowledge and understanding of:

- Contemporary social, political, economic, cultural and ethical issues
- Individual and social needs and the consequences of action to meet them
- Equalities issues, including steps to eliminate discrimination faced by particular groups for example on the grounds of gender, religion and belief, age, sexual orientation, ability, race or social status or a combination of these factors; promote equality of opportunity between particular groups; foster good relations between particular groups; promote positive attitudes towards different groups and increase participation of particular groups in public life
- Rights and responsibilities in a democratic society
- Opportunities to bring about social and environmental change
- Barriers to full opportunity of exercising citizenship
- Conflict and decision-making process, including the influence of the media
- Global interdependence and the effects of globalisation on society

Foster positive values and dispositions

Within education for citizenship we must develop the ability to recognise and respond thoughtfully to values and value judgements that are part and parcel of political, economic social and cultural life. Values are essentially about respect and care for self and others through strong and interactive relationships within a diverse community. In practical terms, West Lothian schools should incorporate these values into personal and social development and the positive school ethos that has been promoted and developed over many years.

Some schools are now taking this forward through more explicit exploration of a range of values and dispositions. Thus concepts such as 'honesty' or 'trust' or 'optimism' are introduced at assemblies and discussed and explored over a period of several weeks in all classes. Concepts such as 'social responsibility' have obvious links to reinforcing school rules and positive discipline strategies. Authors such as Alan McLean (TES 12th March 2004), strongly argue that the 'citizenship agenda gives school leaders the opportunity to articulate a shared set of values and so generate an ethos that results in considered and objective views of pupils.'

Global citizenship and international education can often focus on aspects such as peace and conflict, commitment to social justice and equity and concern for the environment. Underpinning all of this is the belief that action by people can make a difference. Practical examples of this can be found in **Appendix 4**.

Increase skills and competencies

In its Curriculum for Excellence, the Curriculum Review Group commissioned by SEED, outlines the main purposes of the curriculum from 3-18 and the four capacities we should enable our young people to develop: successful learners, confident individuals, effective contributors and responsible citizens. Young people should become more able to work independently as well as collaboratively. A developed society requires young people to be able to listen, to research, think critically and put forward views in an assertive but non aggressive manner whether orally or written. Schools will aim to enable pupils to leave the formal education system with high self-esteem, confidence, determination and feelings of empowerment. They should recognise that positive action can make a difference but that sometimes it is important to persevere in the face of setbacks.

Young people will, therefore be given opportunities to debate and discuss, address issues of conflict, negotiate and compromise, make informed decisions on issues and respect difference in a multicultural society. Exploration of social and moral issues

and dilemmas through discussions and case studies that require evidence and the construction of defensible arguments may be done through activities such as mock trials and elections as well as Personal, Social and Health Education (PSHE) and

Health Education. Negotiation and decision-making skills can be further developed through pupil voice. Some schools also belong to cluster pupil councils and take part in pupil conferences. Opportunities for focussing on the skills pupil council members require, can be given through using the training packs published by Schools Council foundation.

Negotiation skills should also be employed in the construction of personal learning plans and school/class rules and through an increasing focus on learning and teaching policies on strategies to engage young people more effectively in their own learning. Pupils' involvement in reviewing, monitoring and evaluating quality and standard reports and improvement plans can contribute to this. Pupil satisfaction can be tracked through regular consultation eg questionnaires over a period of time.

Studies of the Scottish Parliament and local government within Environmental Studies will ensure that social and political issues are investigated. This will also provide the chance for pupils to develop 'political literacy' as they become familiar with such terms as democratic, councillor, politician and election.

Increasingly the development of independent thinking, decision making and personal resilience is an integral part of the teaching and learning process. Schools will focus on the quality of pupil- teacher and pupil- pupil interaction as a key development of learning and teaching policies.

Foster creativity and enterprise

Enterprise and education enables young people to be involved in projects which not only teach about financial management but also encourages them to be involved in the community. They learn how to respond to various challenges whether social, moral or political and offer alternative solutions to the current way of doing things. All schools now have Enterprise embedded into their curriculum in response to the government's "Determined to Succeed" recommendations. Enterprise in education is more than just a focus on the business element. "It is the route to a more enterprising Scotland where all our young people understand the contribution they can make as citizens, both to society and the economy." (Determined to Succeed: Scottish Executive). It is about developing a can do attitude by learning to see problems, suggesting solutions and persevering until they succeed. With support from nursery through to secondary, pupils should learn to accept that they may not always succeed at the first attempt and that achievement comes by perseverance and learning from previous experiences. This builds a well-rounded citizen who is able to contribute positively to our society.

Encourage participation and action

Young people are citizens NOW - not in waiting

Active citizenship is about taking part. It needs to be encouraged, practised and informed. The definitions of youth participation are numerous but one of the most widely known models is Hart's (1997) Ladder of Participation, where eight degrees of youth participation are described. The model is a useful tool for analysing the nature and quality of participation within a particular lesson, project or even at whole school level and can be found at **Appendix 5**.

For many schools the most appropriate approach is to look for cross curricular opportunities as well as discrete topics. Approaches do not involve the creation of a new subject but can be secured through combinations of learning experiences within

the curriculum and the community. Appropriate links can be made throughout the curriculum. Examples of cross curricular work are detailed in **Appendix 3**.

Implementation : All Schools

Education for citizenship has profound implications for teaching and learning processes and therefore school citizenship policies should cover the following main areas:

- Structure and balance of citizenship within the curriculum
- Education for citizenship within courses and programmes
- Pupil's learning experiences
- Personal and social development
- Links with local authority, other schools, agencies, organisations and employers
- Climate and relationships
- Equality and fairness
- Partnerships with parents, the School Board and the community

Curriculum (HGIOS Key Area1)

Structure of curriculum and courses and programmes

- There will be effective integration of knowledge, skills and understanding within courses and programmes with key elements mapped to ensure comprehensive coverage at each stage in the school
- Personal and social capabilities and cross-curricular aspects, including ICT, will permeate the curriculum
- Courses and programmes will be taught and planned in an appropriate sequence suitable for a range of needs, abilities and aspirations of pupils
- Opportunities for active citizenship will be planned across the curriculum

Teaching and Learning (HGIOS Key Area 3)

Planning for citizenship education

Planning will be well established in all schools. Plans should be comprehensive, reflect national guidance and be monitored regularly by teachers and senior managers. Key features of education for citizenship plans are provided in **Appendix 1**.

Organising for effective teaching and learning

The learning environment will be stimulating and challenging where contexts will reflect pupil's interests, previous experiences and future development. The most effective forms of learning in citizenship education are:

- Active- emphasising learning by doing, both in and out of the classroom
- Interactive- using discussion and debate especially of topical issues
- Relevant – focussing on real life issues facing young people to think for themselves
- Collaborative – employing group work of various sizes, compositions and cooperative learning. Undertake work with a range of adults in addition to teachers
- Participative – giving young people a say in their own learning and allows them time to reflect

Further advice and information for planning learning experiences related to citizenship are provided as follows:-

Appendix 2 : Additional features of best practice
Appendix 6 : ICT Resources
Appendix 7 : Published resources
Appendix 8 : Curricular Framework and suggested link resources.

Personal and social development

Links with local authority, other schools, agencies & employers (HGIOS Key Area 4)

- Pupils should be offered a series of special focus activities eg community service and/or work experience which staff monitor for quality and review with pupils
- All pupils should have equal access to extra-curricular opportunities
- Schools should foster links with other schools, organisations, employers and community agencies

Climate and relationships/Equality and fairness/Partnership with parents, the School Board and the community (HGIOS Key Area 5)

The ethos of the school is critical to the successful implementation of citizenship. An ethos that supports citizenship is likely to have:

- Clear whole-school values that have been discussed by all members of the school community together, inclusive of pupils. It is these values that will make it possible for everyone to discuss the sensitive and sometimes controversial aspects of citizenship safely and appropriately;
- Good relationships within the school and between the school and wider community that promote understanding about respect for, both common and diverse features of society. This will include an awareness of rights and responsibilities and what these can mean in practice and relationships among staff and pupils;
- A curriculum that requires pupils to participate and contribute to their communities. This will be supported by real opportunities for them to make decisions and take responsibilities that contribute to the running of the school and the management of their own learning.

Specific to Secondary Schools

Education for citizenship is a key part of the responsibility of every teacher. This does not imply that every department will contribute to all of the contexts and categories of learning outcomes but they will be aware of, and if necessary develop, the natural connections that exist between their subject and education for citizenship. This is particularly in the establishment of the open, participatory ethos that is central to the development. Implications include the following:

Staff in all departments

- Review, and where necessary, develop the contexts for learning relevant to education for citizenship consistent with their subject arrangements
- Make appropriate provision for pupil participation in classroom decision making
- Help young people make connections between their academic work and events and experiences in the world outside school
- Provide opportunities for young people to reflect on their learning
- Show tolerance of disagreement and the expression of minority views, and provide support to young people in resolving conflict
- Where relevant and feasible, include community based learning in programmes of study.

Key Features of Education for Citizenship Plans:

When planning a whole school approach schools should take cognisance of:

- What the needs and priorities are for the pupils in the school?
What are the particular characteristics of our school community? (including geographical context, diversity, inclusion, equal opportunities)
How do these affect all our pupils' needs, concerns and interests? (including their personal and social development)
Who has been consulted about pupils' needs and priorities? – pupils? parents?
How can the flexibility of the citizenship programme help the school meet pupils' needs, eg. by varying the depth and focus of different aspects according to the school's particular requirements.
- What the pupils are learning already about citizenship?
What aspects of citizenship are already addressed through :
 - PSHE programmes, volunteering and other community groups
 - off timetable events and specialist days such as health weeks, industry days, environmental projects and residential experiences?
 - Pupil's active participation in the life of the school, eg. through pupil council, links with other schools, involvement in community initiatives?
- What already works well and meets priorities?
What do staff and pupils think works well? How do they think it could be improved?
Does it meet the identified needs and priorities? Are there any gaps?
Are all pupils' needs reflected in the school's aims and ethos? In policies such as behaviour and equal opportunities?
- How can the school build on what it is already doing and what needs altered?
Can we:
 - develop discrete modules or individual sessions to complement other aspects of the school's provision?
 - develop more opportunities for pupils to participate in school and community life?
 - Increase pupils' involvement in off - timetable events and extra curricular activities by involving them in organising and running the events?
 - Extend opportunities in assemblies
 - Improve methods of recognising and valuing the contribution made to pupils' development by activities they undertake in their own time
- Who can help?
Those involved in other local and national initiatives such as the Health Promoting School, Community, police, local and national voluntary organisations
- What do we need to change or add?
How will training needs be identified and met?
What timetabling and staffing issues are created?
How will pupils have opportunities to reflect on what they have learned and put into practice?
Will monitoring, review and evaluation systems allow co-ordination across the whole curriculum?

- Set out clearly what teachers expect pupils to learn, matched appropriately to guidelines and SQA specifications
- Indicate learning and approaches and resources to be used so that modes of delivery are appropriate to the pupils
- Contain periodic evaluations by teachers of the effectiveness of the work covered.

Additional Features Of Best Practice:

- Citizenship learning is most effective when it takes place in a climate that is non-threatening in which young people can express their opinions freely and without embarrassment and use their initiative without undue fear of failure. This includes being able to deal with insensitive and inappropriate comments and recognising bias.
- Active learning is the most beneficial for education for citizenship. This must not be confused with 'active citizenship'. Active learning is the means by which citizens acquire the expertise and experience needed to be actively involved in the life of the community – locally, nationally and internationally. Active learning is a cyclical process. In order for it to be effective, young people need time to reflect upon what they have done and experienced. They need time to draw out what they have learned and plan how they can apply this in future situations. Do, reflect, plan, apply. Pupils need to be aware of the rights and responsibilities of citizenship.
- Adversarial and exploratory discussion is important in citizenship because it gives young people a voice, it is a vehicle for learning and is a citizenship skill in its own right. This may be done in various group sizes and combinations or as debates.
- Project work is important because it provides an opportunity for young people to take responsibility for their learning and is a form of active learning.
- Written activities give young people a voice, it is a medium for learning, allows achievement to be recorded and is a vehicle for development of literacy skills.

Examples of Cross Curricular Work

Active Primary Schools
Buddy reading
Hungry for success
Playground buddy stops
Playground games trainers
Children presenting assemblies
Council neighbourhood environment teams
Mock trials/elections
Links to animal welfare groups
Newspaper written by pupils
Outdoor education teamwork
Comenius and others school linking projects
Schoolwatch(like neighbourhood watch)
Peer mediation
World book day
International women's day
Red nose day
Disability awareness week
Holocaust awareness day
Remembrance day
One World week
World AIDS day
Charities collection
Planting trees
Crucial crew
Personal learning plans
Performance to community groups eg. the elderly
Anti vandalism campaigns
Linlithgow palace guides
Bicycle maintenance – contact Active Primary Schools Coordinator
Cycle and Sizzle
Anti – Bullying club
Personal Learning Plans
Fair trade work
Animal care

Values and Dispositions (practical examples)

- Pupil councils (and other pupil voice activities)
- Circle time
- Action against bullying
- Action against racism
- Action against sectarianism
- Rights and responsibilities (social and environmental)
- Mentoring/buddy systems
- After school clubs
- Junior road safety officers and road safety
- Assemblies

APPENDIX 5

Roger Hart's Ladder - Children's Participation from Tokenism to Citizenship

- Youth initiated, shared decision making with adults – young people initiate and manage projects/actions and share decision making with adults using them as mentors and advisers
- Youth initiated and directed-young people indicate and manage projects/actions with little or no adult involvement
- Adult initiated, shared decision making with youth, adults initiate projects/activity and share decision making equally with young people
- Youth consulted and informed – adults initiate and run project/activity, but young people understand the process and are consulted.
- Youth assigned but informed- adults initiate and run projects/activity, know who makes the decisions, have a real chance to participate once they understand it
- Tokenism – adults initiate and run projects/activity. Young people may be consulted but have little opportunity for feedback
- Decoration – adults initiate and run projects/activity. Young people may have understanding about projects/activity, but have no say in how they are organised
- Manipulation - adults initiate and run projects/activity. Young people have no understanding of reasons for projects/activities. Young people may be used, but are not considered true stakeholders

ICT Resources:

www.teachingcitizenship.org.uk
www.edcoms.co.uk
[www.citizenship - pieces.org.uk](http://www.citizenship-pieces.org.uk)
www.oxfam.org.uk/coolplanet
www.childrens-express.org
www.citizen.org.uk
www.amnesty.org.uk
www.savethechildren.org.uk
www.shelter.org.uk
www.teachernet.gov.uk/pshe/resources/search.cfm
www.teachingideas.co.uk/more/pshe/whoisit.htm
www.amnesty.org.uk
www.antislavery.org
www.cafod.org.uk
www.christianaid.org.uk
www.citizenshipfoundation.org.uk
www.fairtrade.org.uk
www.healthunlimited.org
www.scottish.parliament.uk
www.jcore.org.uk
www.muslimaid.org
www.ukjaid.org
www.unicef.org
www.wateraid.org.uk
www.teachingcitizenship.org.uk
www.actionaid.org
www.citfou.org.uk
www.le.ac.uk/education/centres/citizenship
www.the-children-society.org.uk
www.unicef.org.uk
www.wwf-uk.org
www.activecitizens.org.uk
www.csv.org.uk
www.cee.org.uk
www.ciwf.co.uk - (compassion in world farming)
www.britkid.org/
www.csvcommunitypartners.org.uk/training.html
www.timeforcitizenship.com/teachers/res
www.barnardos.org.uk
www.princes-trust.org.uk
www.un.org/english - (the United Nations)
www.ehrfoundation.org -(European Human Rights)
www.srsc.org.uk/education/preschool/ctcs.asp - road safety
www.learningthroughlandscapes.org
www.schoolcouncils.org.uk
www.childline.org.uk
www.gov.uk/citizenship/

Published Resources:

PRIMARY

Nelson Thornes	Citizenship for Primary Schools. Teacher's Resource Books and Photopacks Health for Life
Prim Ed Folens Smart Learning	Citizenship packs for every age group Telling Tales (Citizenship and PSHE through Literacy)
School Councils UK BBC tel. Citizenship Foundation	Primary School Councils Toolkit Focus Citizenship: 0870 8308000 You, Me, Us - teaching pack with lots of stories
Routledge and Falmer Hodder and Stoughton/UNICEF Amnesty International Save the Children Grampian Police The Learning Game	Education for Citizenship: Ideas into Action Education for Development Our World, Our Rights ed. Margo Brown Partners in Rights The Police Box Creating a Confident School tel. 0141 333 9456

SECONDARY

Collins Ed Oxfam	Citizenship in Focus series. ed. J. Foster Making peace Developing rights Dealing with Disasters
Hodder and Stoughton	Citizenship Foundation series. ed. T. Thorpe Understanding Citizenship Activate Citizenship for You
Nelson Thornes BBC tel	iD Citizenship A-Z of politics BBC Active Citizenship

BACKGROUND INFORMATION FOR TEACHERS

SCOTDEC	Simon Laurie House, Holyrood Road, Edinburgh
Learning and Teaching Scotland Routledge Save the Children Trentham Books Oxfam Childline Bright New Scotland	The Human Rights Reader. M. Ishay(1997) In Safe Hands (2001) Learning From Experience. M. Steiner Global Citizenship. M. Young Childline Teacher's Pack linked to eco school development and accessible on net
RosPa ASDAN Awards (awarded for community volunteering projects)	Royal Society for Prevention of Accidents Allan Scott, Tel 01294 213 124 or email scotta@greenwood.n-ayrshire.sco.uk

Curricular Framework and Suggested Link Resources

NURSERY AND PRIMARY 1-3

<p>SOCIAL JUSTICE AND EQUALITY</p>	
<ul style="list-style-type: none"> • what is fair/unfair and take appropriate action • freedom of choice • freedom of speech • what is right and wrong (simple rules, co-operative play) • awareness of rich and poor • sense of identity and self worth • concern for others in wider sphere • equal opportunity/economic security/financial • rights and responsibilities 	<ul style="list-style-type: none"> • Prim – Ed values Education set A, B • Circle Time, Golden Rules • Playground Buddy stops • Personal Learning Plans • Learning for Life CD/Police Box • Ch4 Say What You Think • Anti Bullying work • Smart Learning – Telling Tales • Glasgow Citizenship Pack • Unicef – First Steps to Rights
<p>DIVERSITY</p>	
<ul style="list-style-type: none"> • awareness of others in relation to self • awareness of similarities and difference between people • positive attitude to diversity • learn from the experiences of others 	<ul style="list-style-type: none"> • Health for Life • Persona Dolls • Different but the Same (website) • Glasgow Citizenship pack • R.M.E.
<p>GLOBALISATION AND DEVELOPMENT</p>	
<ul style="list-style-type: none"> • sense of immediate and local environment • interdependence with members of community • awareness of different places • sense of the wider world • links and connections between places 	<ul style="list-style-type: none"> • SCOTDEC materials • Festivals • UNICEF etc
<p>SUSTAINABLE DEVELOPMENT</p>	
<ul style="list-style-type: none"> • living things and their needs • how to take care of things in community • sense of the past and future • our impact on the environment 	<ul style="list-style-type: none"> • SCOTDEC materials • Forestry Commission • Science curriculum • Glasgow Citizenship Pack • Eco – Schools programme
<p>CRITICAL THINKING CREATIVITY</p>	
<ul style="list-style-type: none"> • work independently • listening to others • asking questions and suggest solutions • looking at different view • developing enquiring mind • expressing a view effectively • beginning to state an opinion on evidence • learn from mistakes and persevere • deal with uncertainty and changes 	<ul style="list-style-type: none"> • Prim – Ed Values Ed. B • Smart Learning – Telling Tales • Pupil Council • Technology • Problem solving • Enterprise Education • Critical skills • Philosophy for children • Glasgow Citizenship Pack

RESPECT FOR PEOPLE AND THINGS	
<ul style="list-style-type: none"> • how family, friends and community meet their needs • generosity and kindness • starting to take care of things • starting to think of others • responding to the needs of others • linking between their lives and others • encouraging social change and justice 	<ul style="list-style-type: none"> • Smart Learning – Telling Tales • Prim – Ed Values Educational Set A, B • Prim – Ed Bullying Masters (Mid P) • Charity Links/Animal welfare • Learning for Life CD • Grampian Police Box • Glasgow Citizenship Pack
HEALTH PROMOTION RME	
<ul style="list-style-type: none"> • physical health (nutrition, keeping safe, growth) • emotional health • social health (safety, keeping environment clean) 	<ul style="list-style-type: none"> • Health for Life/Glasgow Cit. Pack • Smart Learning – Telling Tales • Hungry for Success • Learning for Life CD • Grampian Police Box • Health Promoting Schools

PRIMARY 4 - SECONDARY 2

<p>SOCIAL JUSTICE AND EQUITY</p> <ul style="list-style-type: none"> • causes and effects of equality and fairness between groups (within and between societies) • basic rights and responsibilities • honesty, rights and wrongs, rules • consequences of actions • understand what crime is • vandalism, crime prevention • theories, aims of punishment • anti social behaviour • the Children’s Panel • growing interest in world events • equal opportunities, economic security • awareness of finance 	<ul style="list-style-type: none"> • Circle Time • Playground Buddy Stops • Playground Games Trainers • Anti-Bullying Work • Personal Learning Plans • Prim – ED Values Education C.D.E. • Drama/R.M.E./Feeling Yes, Feeling No • Smart Learning – Telling Tales • Folens Book 1, 2, 3 • Discussion on pocket money • Enterprise education • Learning for Life CD • Grampian Police Box • Glasgow Citizenship Pack
<p>DIVERSITY</p> <ul style="list-style-type: none"> • contribution of different cultures • values and beliefs to our lives • nature of prejudice and ways to combat • growing respect for diversity • similarities and differences 	<ul style="list-style-type: none"> • Challenging Racism, Valuing Difference • Prim Ed Values Education D, E • Throwing Stones pack • Folens book 1, 2/Britkids web site • Smart Learning – Telling Tales
<p>GLOBALISATION AND INTERDEPENDENCE</p>	
<ul style="list-style-type: none"> • evolvement of Scottish society • fair trade between countries • awareness of interdependence 	<ul style="list-style-type: none"> • SCOTDEC materials • UNICEF etc.
<p>SUSTAINABLE DEVELOPMENT</p> <ul style="list-style-type: none"> • relationship between people and environment • awareness of finite resources • different view of economic and social development • possible preferable futures 	<ul style="list-style-type: none"> • Eco-Schools/Forestry Commission • Bright New Scotland • Neighbourhood Environmental Team • Grounds for Awareness • SCOTDEC materials • Folens book 1, 3 • Science Curriculum
<p>PEACE AND CONFLICT</p> <ul style="list-style-type: none"> • recognising feelings and causes • family fall outs • causes and impact of personal conflict • causes and impact of global conflict • strategies for prevention of conflict • strategies for tackling conflict • accepting group decisions • compromising and negotiation • deal with uncertainty 	<ul style="list-style-type: none"> • Glasgow Citizenship Pack • Prim. Ed Conflict Resolution • Prim. Ed Bullying Masters • Smart Learning – Telling Tales • Folens book 1, 2, 3 • Grampian Police Box • Learning for Life CD • R Time
<p>CRITICAL THINKING</p>	

<ul style="list-style-type: none"> • detecting bias, opinion and stereotyping • assessing different viewpoints • media literacy • asking questions, suggest solutions • making informed decisions • use evidence to present case • change position through reason 	<ul style="list-style-type: none"> • Critical skills • Pupil Council, Eco Schools group • mock elections • visits to parliament/speakers • Prim Ed Values Education C, D, E • Enterprise Education • Smart Learning – Telling Tales • Problem solving/Technology • Folens book 1, 2 • Philosophy for Children
RESPECT FOR PEOPLE AND THINGS	
<ul style="list-style-type: none"> • community services • recognise consequence of choice • growing ability to take care of things 	<ul style="list-style-type: none"> • Prim Ed – Values Ed C, D, E • Playground Games Trainers • Playground Buddy Stops • Eco-Schools/Bright New Scotland • Prim – Ed Bullying Masters/Police Box • Ch 4 – All About Us • Charity Links/Animal Welfare
HEALTH PROMOTION RME	
<ul style="list-style-type: none"> • body changes • individual worth • friendship • keeping safe, anti bullying 	<ul style="list-style-type: none"> • Folens book 1, 2, 3 • Smart Learning – Telling Tales • Hungry for Success • Health for Life/Grampian Police Box • Health Promoting Schools