

1. INTRODUCTION

This report of the independent review for the DfES led by Sir Keith Ajegbo, (former headteacher of Deptford Green School), sets out recommendations relating to Citizenship education and promoting diversity across the curriculum. The review was based on interviews, an online questionnaire, focus groups with faith groups and subject associations, a review of national and local materials and academic literature relating to citizenship and diversity, and school visits and case studies.

Among other recommendations accepted by the Secretary of State for Education is the proposal that the secondary curriculum for Citizenship Education should include a new element entitled '**Identity and Diversity: Living Together in the UK**'. This already appears in the proposals for Citizenship in the QCA's *Secondary Curriculum Review* [See DSS Summary 06/07 25].

2. RECOMMENDATIONS

EDUCATION FOR DIVERSITY

Pupil voice

1. All schools should have **mechanisms in place** to ensure that the pupil voice is heard and acted upon. Schools should consider the use of forums, school councils, pupil questionnaires or other mechanisms for discussions around identity, values and belonging.

Leadership

2. Headteachers and governing bodies in all schools should ensure they meet the **statutory requirements** of the Race Relations (Amendment) Act 2000 and use the Community Cohesion Guidelines [Home Office, 2001, *Community Cohesion: A Report of the Independent Review Team* (Cantle Report)] as a check for their accountability.
3. Within all **leadership training**, the National College for School Leadership (NCSL) should ensure that training in diversity and citizenship is an essential component. In particular, the revision of the National Professional Qualification for Headship (NPQH) should include understanding education for diversity in relation to the curriculum, school ethos, pupil voice and the community.
4. All schools should be encouraged to **audit their curriculum** to establish what they currently teach that is meaningful for all pupils in relation to diversity and multiple identities. The Qualifications and Curriculum Authority (QCA) 'Respect for All' is a useful audit tool. In the light of this audit, all schools should map provision across years and subjects and ensure that coverage is coherent.
5. Subject associations, in conjunction with QCA (who will be developing case studies and guidelines alongside the revised curriculum), should compile **databases of the best resources** and develop new resources.
6. More research should be commissioned on how **good practice** in delivering exciting and innovative education for diversity can be captured and transferred from classroom to classroom and school to school.

Harnessing local context

7. DfES should actively encourage schools to take up the **Non-Statutory National Framework for Religious Education** so that the good practice for education for diversity it promotes continues to be spread.
8. Schools should build **active links between and across communities**, with education for diversity as a focus.
 - a. This might range from electronic links (local, national and global), to relationships through other schools (for example as part of a federation), links with businesses, community groups and parents.
 - b. These links should be encouraged particularly between predominantly monocultural and multicultural schools.

- c. Such links need to be developed in such a way as to ensure they are sustainable.
 - d. Such work between schools must have significant curriculum objectives and be incorporated into courses that pupils are studying. This will help avoid stereotyping and tokenism.
9. In planning for **extended school provision**, schools should seek to make contact with as wide a range of diverse community groups as possible, including supplementary schools.

Teacher training

- 10. The Training and Development Agency for Schools (TDA) should evaluate the **effectiveness of education for diversity** across initial teacher training (ITT) providers.
- 11. Local authorities should be encouraged to develop lead **Advanced Skills Teachers (ASTs) with a specific brief for education for diversity**. This should be disseminated across the authority as part of outreach.
- 12. Schools should be encouraged to use the flexibilities in the **teaching and learning responsibility points** of the teachers' pay structure to promote excellence in education for diversity within the school.

Systems infrastructure

- 13. The DfES and Ofsted should ensure that schools and inspectors have a clear understanding of **the new duty on schools to promote community cohesion**, of its implications for schools' provision, and of schools' accountability through inspection.
- 14. Through performance management assessments, the **training needs of School Improvement Partners (SIPs)** should be identified to ensure that all SIPs fully understand the importance of education for diversity. Local authorities should support creative pairings of SIPs and headteachers.
- 15. The QCA should work closely with awarding bodies to ensure, wherever possible, that education for diversity appears in **syllabuses and exam questions**. QCA should also seek to **embed education for diversity in curriculum subjects** and make links to show how education for diversity can be promoted across the curriculum.
- 16. Consideration should be given to which organisation or organisations should develop the **help and support** schools need in advancing the education for diversity agenda. In this process, full account needs to be taken of the current position of the National Strategies; and of the importance of support for education for diversity being fully complementary to the wider context of support provided to schools and local authorities.

Citizenship

- 17. Given that the evidence suggests **Citizenship education works best when delivered discretely**, we recommend this as the **preferred model** for schools. We recommend greater definition and support in place of the flexible, 'light touch' approach.
- 18. If demand for Citizenship teachers rises as a result of recommendation 17, we would ask the DfES to **review the number of initial teacher training (ITT) places available for Citizenship teachers**. In line with other statutory National Curriculum subjects, it is **important that continuing professional development (CPD) is not seen as a substitute for ITT**.
- 19. Headteachers and senior management should prioritise **whole-curriculum planning** across the school and develop ways of linking Citizenship education effectively with other subjects, with the ethos of the school, and with the community.
- 20. **ITT and CPD** should explicitly address and develop **clear conceptual understanding**, in part by focusing on and strengthening treatment of issues relating to the 'political literacy' strand.
- 21. A **full GCSE in Citizenship** should be developed, alongside the currently available half GCSE. The full GCSE should comprise a range of topics that link Citizenship to other relevant subjects. We suggest these be developed to include issues of identity and diversity as outlined above, in addition to a number of other options. This would allow for the development of a number of **joint GCSEs**, for example, a joint Citizenship with History GCSE, a joint Citizenship with Religion GCSE, a joint Citizenship with Geography GCSE.
- 22. A **fourth 'strand'** should be explicitly developed, entitled **Identity and Diversity: Living Together in the UK**
This strand will bring together three conceptual components:
 - Critical thinking about ethnicity, religion and 'race'
 - An explicit link to political issues and values
 - The use of contemporary history in teachers' pedagogy to illuminate thinking about contemporary issues relating to citizenship

The following areas should be included:

- Contextualised understanding that the UK is a 'multinational' state, made up of England, Northern Ireland, Scotland and Wales
 - Immigration
 - Commonwealth and the legacy of Empire
 - European Union
 - Extending the franchise (e.g. the legacy of slavery, universal suffrage, equal opportunities legislation)
- (i) Any new changes or additions to Citizenship must be presented clearly and explicitly, with a clear **rationale**, alongside appropriate **support** for schools and teachers.
- (ii) There should be explicit **links between the Programmes of Study for History and Citizenship** education.
- (iii) QCA's revisions of **Programmes of Study at Key Stage 3** should include 'Identity and Diversity: Living Together in the UK'. In addition, Programmes of Study at **Key Stage 4** will need to be revised to account for this fourth strand.
- (iv) The QCA's Citizenship stakeholder discussions should continue to be supported. Their role should include establishing the structure, content and delivery of this new strand. QCA must ensure that any such discussions include teachers and other experts in the educational fields of History and education for diversity as well as Citizenship.
23. To support this it is recommended that the DfES commissions a **review of existing resources** covering issues that explicitly relate to the new strand (i.e. linking identity/diversity, political and historical contexts). This should tie in with the case studies developed by QCA as part of the curriculum review. A subsequent commission of further additional resources may be required.

3. APPENDIX 1

This appendix is devoted to **exemplar content for a 'fourth strand'** in Citizenship education: *One State – a 'United Kingdom'? A chronological learning journey of citizenship and identity in the multinational state of the UK*. The focus of the learning journey is: *What does 'Britishness' mean in a multinational state like the UK?*

4. APPENDIX 2

This appendix offers examples of good practice and appropriate resources for developing the curriculum.

The complete report can be viewed/downloaded at: <http://publications.teachernet.gov.uk/> > entering DFES-0045-2007 in the Find by search field. It can also be obtained from: DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ. Tel: 0845 6022260. Fax: 0845 6033360.