

INTRODUCTION

Overview of the National Curriculum

The rationale for the National Curriculum sets out two broad aims:

- to provide opportunities for all pupils to learn and achieve,
- to promote children's spiritual, moral, social and cultural development to prepare them for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other. The personal and social development of pupils, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment of all pupils.

The Importance of Citizenship Education

Citizenship education gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed and responsible citizens who are aware of their rights and responsibilities. Citizenship education encourages pupils to play a helpful part in the life of their schools, communities and the wider world. It also teaches them about our economy and democratic institutions; encourages respect for different national, religious and ethnic identities; develops pupils' ability to understand about moral and ethical values, and put them into practice; and provides opportunities to reflect on issues, and to take part in discussions.

Citizenship in the National Curriculum

Citizenship Education has three strands: political literacy, community involvement, and social and moral responsibility. *Ethics and Citizenship* covers aspects of all three strands but focuses on social and moral responsibility.

The programmes of study set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for citizenship.

The programmes of study

From August 2002, secondary schools will have a statutory responsibility to teach the programmes of study for citizenship at key stages 3 and 4.

The programmes of study set out what pupils should be taught in citizenship and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The knowledge, skills and understanding in the programmes of study identify the aspects of citizenship in which pupils make progress:

- becoming informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action.

Note: *Ethics and Citizenship* meets these criteria.

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

Attainment target and end of key stage descriptions

The attainment target for citizenship sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage'. In citizenship, the attainment target consists of an end of key stage description for key stage 3 and one for key stage 4.

End of key stage descriptions describe the type and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

Ethics and Citizenship promotes:

- **spiritual development**, through fostering pupils' awareness and understanding of meaning and purpose in life and of differing values in human society
- **moral development**, through helping pupils develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society
- **social development**, through helping pupils acquire the understanding and skills needed to become responsible and effective members of society
- **cultural development**, through helping pupils understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

Key skills:

- **communication**, through researching, discussing and sharing information and ideas about a wide variety of social, political and community issues
- **IT**, through using and applying ICT to analyse issues, events and problems
- **working with others**, through sharing ideas, formulating policies and taking responsible action in communities
- **improving own learning and performance**, through reflecting on their own ideas and achievements, and setting targets for future involvement and improvement
- **problem solving**, through becoming involved in political and community issues.

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Life skills:

- **thinking skills**, through helping pupils to engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation
- **work related learning**, through helping pupils to appreciate the link between learning and work for a thriving economy and society
- **education for sustainable development**, through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision-making processes that affect the quality, structure and health of environments and society and exploring values that determine people's actions within society, the economy and the environment.

Ethics and Citizenship links to other curriculum areas such as:

- English
- History
- Geography
- Science
- RE

Benefits to Key Stage 3 Students

- Students develop a habit of critical reflection on their experiences, enabling them to learn more throughout life
- Students become more curious and motivated to learn
- Students are able to perform better service within their school and community
- Students strengthen their ethic of social and civic response
- Students feel more committed to addressing the underlying problems behind social issues

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- Students understand problems in a more complex way and can imagine alternative solutions
- Students demonstrate more sensitivity to how decisions are made and how institutional decisions affect people's lives
- Students learn to respect the cultural differences of others
- Students learn how to work more collaboratively with other people on real problems
- Students realise that they can make a difference to their own and other people's lives, in their communities and in the wider world

ABOUT THIS RESOURCE

Ethics and Citizenship: Tools for Moral Decision-Making

This toolkit, on developing moral reasoning and ethical decision-making skills, has been developed by the Institute for Global Ethics UK Trust for use at Key Stage 3, but could also be used at Key Stages 2 and 4, or with community groups. It offers teachers and curriculum planners a flexible framework for introducing the moral and social responsibility component of citizenship education. It takes students through a series of logical steps so they can learn to apply specific decision-making skills to any social issue or moral dilemma they may encounter. It also promotes ‘ethical fitness’, i.e. the habit of thinking and behaving ethically¹.

Intended Learning Outcomes and Goals

The student should be able to:

- Understand and use ethics terminology in a clear and consistent manner, and discuss social and moral issues
- Negotiate a set of ethical values that reflects a group's common moral ground
- Develop an understanding of the difference between right and wrong and of the concept of right-versus-right moral dilemmas
- Analyse right-versus-right moral dilemmas, and develop an ability to resolve them using a variety of decision-making principles
- Define moral courage and identify how moral courage plays a part in decision-making
- Understand the changing role of ethics in a technologically-driven world and be aware that sound ethics are essential for survival in the 21st century

Planning for Citizenship Education

This toolkit has been organised into a series of twelve units to be used over three years. Units 1-4 are intended for Year 7, Units 5-8 for Year 8, and Units 9-11 for Year 9. Each unit represents one step in the logical progression necessary to complete the process. However, while we recommend that the framework is most effective when it is taught sequentially, we nevertheless recognise that individual activities can be stand-alone.

¹ The Ethical Fitness™ Seminar is a framework for ethical decision-making that has been developed and trademarked by The Institute for Global Ethics.

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The table below is a suggested timetable for completing the work over three years.

Year	The School Year					
	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
7	Unit 1		Unit 2	Unit 3	Unit 4	
8	Unit 5		Unit 6	Unit 7	Unit 8	
9	Unit 9		Unit 10		Unit 11 & 12	

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The units include:

Year 7

Unit 1: There isn't a rule for everything

How is our nation's moral barometer doing - is it rising or falling?

Ethically speaking, are things getting better or are they getting worse, and why? What can we as citizens do about it?

Unit 2: Unethical decisions; global disasters

Let's look a bit deeper into the role of ethics - how will technology in the 21st century magnify the importance of ethical behaviour? Why is personal responsibility more important now than ever before?

Unit 3: Defining Ethical Values

Moral and ethical values are different from other kinds of values, such as economic values or artistic values - how are they different? What are codes of ethics and what function do they play in bringing groups of people together?

Unit 4: Project Work for Year 7 - Revision and Reflection

Year 8

Unit 5: Our Code: Discovering a set of values for our class and school

Is there a core set of shared moral values on which our class can agree?

The process described in this unit will take the class through a series of steps to build the group's own code of ethics.

Unit 6 : Right-versus-Wrong

Sometimes making a moral decision depends on a person's ability to understand the difference between right and wrong. If we are in tune with our ethical values, can this help us distinguish right from wrong? What other ways can we use to detect wrong?

Unit 7: Right-versus-Right: Analysing Dilemmas

The most difficult moral dilemmas occur when two of our core ethical values come into conflict. How do we know when we have a right-versus-right moral dilemma? What patterns in right-versus-right moral dilemmas can we observe?

Unit 8: Project Work for Year 8 - Revision and Reflection

Year 9

Unit 9: Resolving Moral Dilemmas

It is not enough to understand what kind of an ethical problem we are facing. How can we approach identifying the higher right? What series of steps can lead us to a resolution?

Unit 10: Moral Courage

It is also not enough simply to identify our moral values. They need to be acted upon as well. What role does moral courage play in promoting ethical action? Why is moral courage important, even though it may be difficult? Looking at the world around us, what examples of moral courage can we observe?

Unit 11: Moral Courage Project - Revision and Reflection

Unit 12: Assessment

Appendices:

There's only Ethics

Reading for teachers by Rushworth Kidder, founder of The Institute for Global Ethics

Ethical Fitness

Reading for teachers: extract from *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living* by Rushworth Kidder

Glossary of Terms

Explanation of key terms. In addition, each student may find it helpful to develop their own glossary, using definitions that have been developed during the course, which they can revise and revisit.