

Inner Development Goals: Background, method and the IDG framework

1 Being — Relationship to Self

2 Thinking — Cognitive Skills

3 Relating — Caring for Others and the World

4 Collaborating — Social Skills

5 Acting — Driving Change



2. Thinking — Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole, is essential for wise decision-making.

Critical thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills

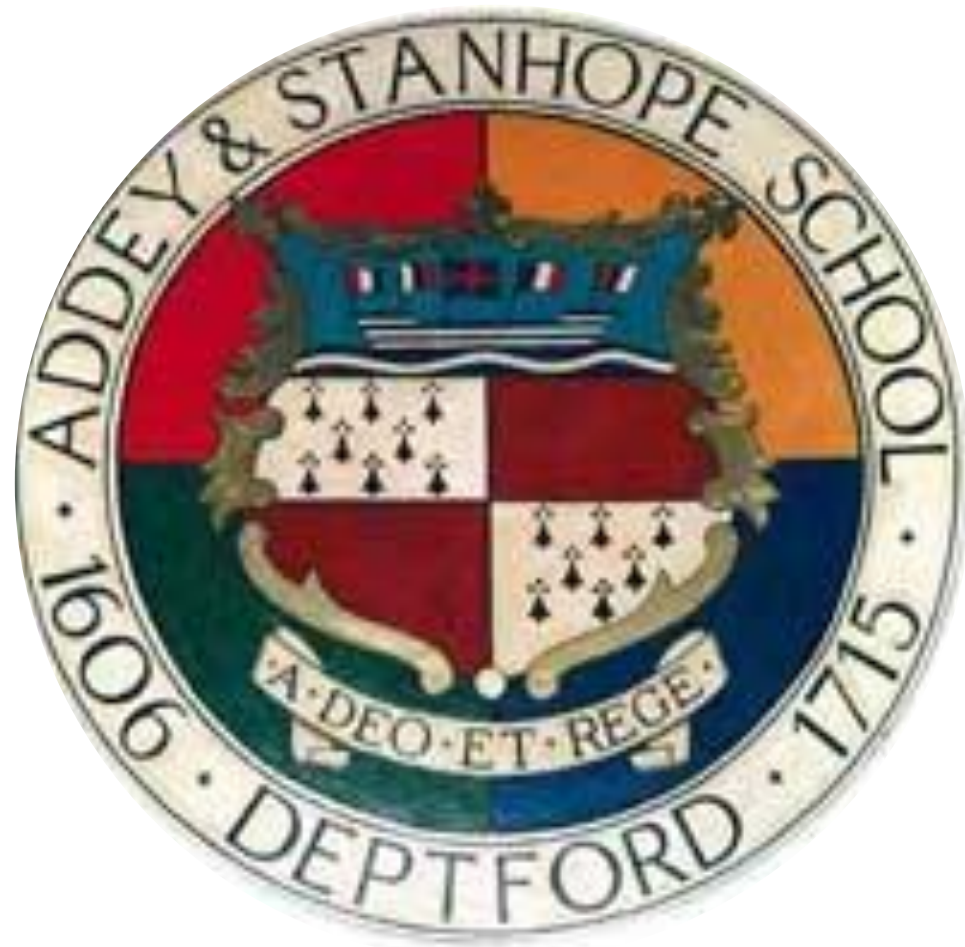
Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.



Curriculum Design for Citizenship Education: A Case Study from an Inner London Comprehensive School

Ryan Mason- Curriculum leader of
Humanities- Addey and Stanhope School

School and Context

594 students on roll
35% FSM

Addey and Stanhope Roll – November 2022

	Roll	Male	Female	KS2 Ave	PP%	SEN%	EAL%	LPA%	MPA%	HPA%
Year 11	118	61	57	102	49	21	67	31	49	16
Year 10	118	70	48	102	43	26	69	32	49	15
Year 9	120	68	52	102	48	26	53	27	60	9
Year 8	121	69	52	102	52	34	55	29	29	11
Year 7	124	77	47	99	41	40	*	31	60	7

**figure
under
review*

Progress 8 score ?

This score shows how much progress pupils at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4.

The score for this school is **0.44**.

The local authority (Lewisham) average score for state-funded schools is 0.08.

The average score for all state-funded schools in England is -0.03.

Overview of Curriculum

- **Key Stage 3** (ages 11-14)
 - 1 hour per week
 - every student takes the subject
 - explicitly Citizenship
- **Key Stage 4** (ages 14-16)- *option subject*
 - 3 hours per week-
 - Year 10 - 69 students
 - Year 11 - 61 students

7	Aut 1	Spr 1	Sum 1
	<p>Topic: Human Rights</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Are Human Rights still important in 2022? Debate</p>	<p>Topic: The role of the Police in society</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: What is the best way to reduce crime in Lewisham? Essay</p>	<p>Topic: Local Community</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments, investigation skills</i></p> <p>Assessment: What is the best way to resolve problems in Deptford? Group Investigation</p>
	Aut 2	Spr 2	
	<p>Topic: Human Rights</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Are Human Rights still important in 2022? Debate</p>	<p>Topic: Money and Budgeting</p> <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: Exam</p>	<p>Topic: Local Community</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments, investigation skills</i></p> <p>Assessment: What is the best way to resolve problems in Deptford? Group Investigation</p>
8	Aut 1	Spr 1	Sum 1
	<p>Topic: Political literacy</p> <p>Skills/Concepts: <i>Research and evaluation, debate, presenting reasoned arguments</i></p> <p>Assessment: What is the best way to run a country? Essay</p>	<p>Topic: The Power in Westminster</p> <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: What impact does Westminster have on our lives test</p>	<p>Topic: Taxation and Government Spending</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment:</p>
	Aut 2 Optional	Spr 2	Sum 2
	<p>Topic: Political literacy</p> <p>Skills/Concepts: <i>Research and evaluation, debate, presenting reasoned arguments</i></p> <p>Assessment: What is the best way to run a country? Essay</p>	<p>Topic: The Power in Westminster</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: What impact does Parliament have on Lewisham Deptford? Investigation</p>	<p>Topic: The Right to Vote</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Chartists or Suffragettes: who had a bigger impact and struggle? Debate</p>
9	Aut 1	Spr 1	Sum 1
	<p>Topic: Law and Society</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Law exam</p>	<p>Topic: How has the UK changed?</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: The UK is the same in 2022 as it was in 1902- debate</p>	<p>Topic: International Politics</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Model UN</p>
	Aut 2 Optional	Spr 2	Sum 2
	<p>Topic: The Media</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: Media source exam</p>	<p>Topic: How has the UK changed?</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: GCSE style exam</p>	<p>Topic: International Politics</p> <p>Skills/Concepts: <i>Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</i></p> <p>Assessment: World issue case study</p>

GCSE- Edexcel

	Aut 1	Spr 1	Sum 1
Year 10	<p>Theme A: Living together in the UK.</p> <p>Key questions explored:</p> <ul style="list-style-type: none"> • How have communities developed in the UK? • What is identity? • What are democratic values and where do they come from? • How does local democracy work? <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: Theme A past papers</p>	<p>Topic: Theme B: Democracy at work in the UK</p> <p>Key questions explored:</p> <ul style="list-style-type: none"> • Who runs the country? • How does Parliament work? • How is power shared between Westminster and the devolved administrations? • How does government manage public money? <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: Theme B past papers</p>	<p>Topic: Theme C: Law and justice</p> <p>Key questions explored:</p> <ul style="list-style-type: none"> • What is the law for and how does it affect us? • How does the justice system work? • Is crime increasing in society? <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: Theme C past papers</p>
	<p>Aut 1</p> <p>Topic: Theme E: Taking citizenship action</p> <ul style="list-style-type: none"> • Students carry out an in-depth, critical investigation leading to citizenship action • a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments, taking Citizenship action</p> <p>Assessment: Theme E past papers</p>	<p>Spr 1</p> <p>Topic: Theme D: Power and influence</p> <p>Key questions explored:</p> <ul style="list-style-type: none"> • What power and influence can citizens have? • What role and influence should the media have? • Does the UK have power and influence in the wider world? <p>Skills/Concepts: Research and interrogation of evidence, debate and evaluation, presenting reasoned arguments</p> <p>Assessment: Theme D past papers</p>	<p>Sum 1</p> <p>Topic: Revision</p> <p>Skills/Concepts:</p> <p>Assessment: Past Papers</p>
Year 11			

Discuss

How is citizenship education delivered in your school setting?

How is the shared curriculum similar or different to your school provision?

How are topics similar/different?

Is there anything that you are surprised by?

Political literacy & critical thinking

- Citizenship, as with other curriculum subjects, has a distinct body of knowledge, understanding and skills. The subject is built around core concepts and processes which help pupils to make progress.
- KS3 Citizenship teaching addresses a wide range of topical issues. This creates a *confident learner* who can take part in an open classroom climate and knows *how* take part in discussions and debates within sensitive and controversial topics.
- During KS3 students will develop the following skills:
 1. Enquiry and research
 2. Critical thinking
 3. Deliberation, debate and oracy
 4. Advocacy and representation
 5. Active citizenship



Can you make links cognitive skills from the IDG Thinking - Cognitive skills ?



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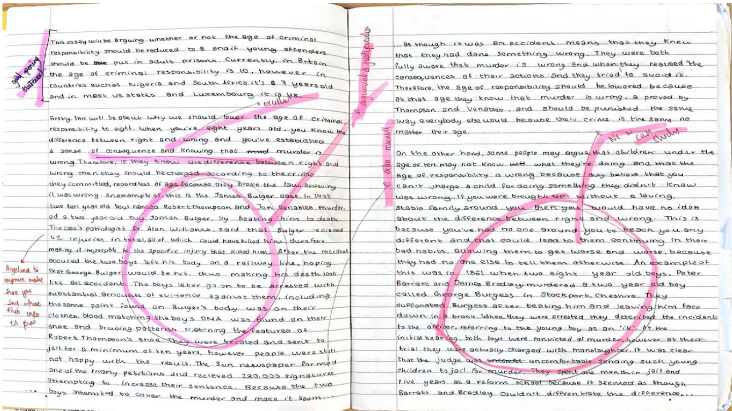
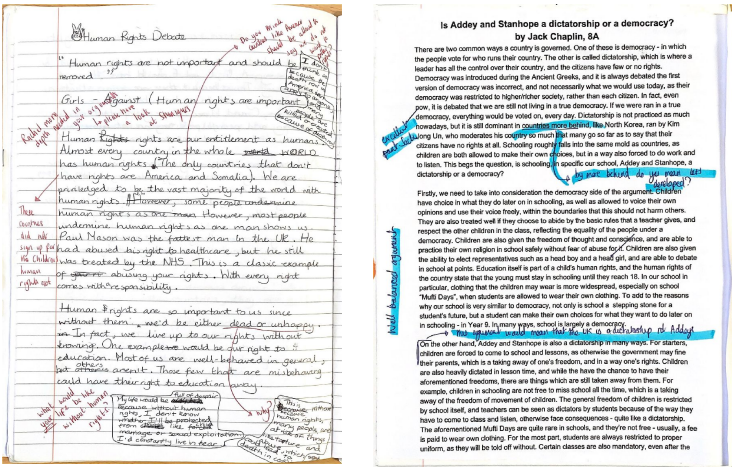
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KS3 Student example

Human Rights Debate

"Human rights are not important and should be removed."

Do you think countries like America should be allowed to say we do not have rights?

I don't think so because the death row in America can apply to anyone and many people are killed or executed because of death row.

Rachel more depth needed in your argument. Please have a look at Shakespeare.

Girls - Against (Human rights are important)

Human Rights rights are our entitlement as humans. Almost every country in the whole ~~world~~ WORLD has human rights. (The only countries that don't have rights are America and Somalia). We are privileged to be the vast majority of the world with human rights. However, some people undermine human rights as one man shows us. Paul Mason was the fattest man in the UK. He had abused his right to healthcare, but he still was treated by the NHS. This is a classic example of ~~you're~~ abusing your rights. With every right comes with responsibility.

These countries did not sign up for the children's human rights act.

Human Rights are so important to us since without them we'd be either dead or unhappy. In fact, we live up to our rights without knowing. One example would be our right to education. Most of us are well-behaved in general, but others aren't. Those few that are misbehaving could have their right to education away.

What would your life be like without human rights?

Full of despair. My life would be ~~without~~ because without human rights, I don't know whether I'll be protected from ~~death~~ like forced marriage or sexual exploitation. I'd constantly live in fear.

why?

This is ~~because~~ without human rights, many people are at risk of things like torture and death in cases.

KS3 Student example

Is Addey and Stanhope a dictatorship or a democracy?

There are two common ways a country is governed. One of these is democracy - in which the people vote for who runs their country. The other is called dictatorship, which is where a leader has all the control over their country, and the citizens have few or no rights. Democracy was introduced during the Ancient Greeks, and it is always debated the first version of democracy was incorrect, and not necessarily what we would use today, as their democracy was restricted to higher/richer society, rather than each citizen. In fact, even now, it is debated that we are still not living in a true democracy. If we were ran in a true democracy, everything would be voted on, every day. Dictatorship is not practiced as much nowadays, but it is still dominant in countries more behind, like North Korea, ran by Kim Jong Un, who moderates his country so much that many go so far as to say that their citizens have no rights at all. Schooling roughly falls into the same mold as countries, as children are both allowed to make their own choices, but in a way also forced to do work and to listen. This begs the question, in specific our school, Addey and Stanhope, a dictatorship or a democracy?

excellent point both

by more behind do you mean less developed?

Firstly, we need to take into consideration the democracy side of the argument. Children have choice in what they do later on in schooling, as well as allowed to voice their own opinions and use their voice freely, within the boundaries that this should not harm others. They are also treated well if they choose to abide by the basic rules that a teacher gives, and respect the other children in the class, reflecting the equality of the people under a democracy. Children are also given the freedom of thought and conscience, and are able to practice their own religion in school safely without fear of abuse for it. Children are also given the ability to elect representatives such as a head boy and a head girl, and are able to debate in school at points. Education itself is part of a child's human rights, and the human rights of the country state that the young must stay in schooling until they reach 18. In our school in particular, clothing that the children may wear is more widespread, especially on school "Mufti Days", when students are allowed to wear their own clothing. To add to the reasons why our school is very similar to democracy, not only is school a stepping stone for a student's future, but a student can make their own choices for what they want to do later on in schooling - in Year 9. In many ways, school is largely a democracy.

well balanced argument

this argument would mean that the UK is a dictatorship not Addey

On the other hand, Addey and Stanhope is also a dictatorship in many ways. For starters, children are forced to come to school and lessons, as otherwise the government may fine their parents, which is a taking away of one's freedom, and in a way one's rights. Children are also heavily dictated in lesson time, and while they have the chance to have their aforementioned freedoms, there are things which are still taken away from them. For example, children in schooling are not free to miss school all the time, which is a taking away of the freedom of movement of children. The general freedom of children is restricted by school itself, and teachers can be seen as dictators by students because of the way they have to come to class and listen, otherwise face consequences - quite like a dictatorship. The aforementioned Mufti Days are quite rare in schools, and they're not free - usually, a fee is paid to wear own clothing. For the most part, students are always restricted to proper uniform, as they will be told off without. Certain classes are also mandatory, even after the

KS3 Student example

This essay will be arguing whether or not the age of criminal responsibility should be reduced to 8 and if young offenders should be ~~put~~ put in adult prisons. Currently, in Britain the age of criminal responsibility is 10, however in countries such as Nigeria and South Africa it's 7 years old and in most US states and Luxembourg it is 18.

Firstly, this will be about why we should lower the age of criminal responsibility to eight. When you're eight years old, you know the difference between right and wrong and you've established a sense of consequence and knowing that ~~murder~~ murder is wrong. Therefore, if they know the difference between right and wrong then they should be charged according to the crime they committed, regardless of age because they broke the law, knowing it was wrong. An example of this is the James Bulger case. In 1993 two ten year old boys named Robert Thompson and Jon Venables murdered a two year old boy James Bulger, by beating him to death. The case's pathologist Dr. Alan Williams, said that Bulger received 42 injuries in total, all of which could have killed him, therefore making it impossible to be the specific injury that killed him. After the incident occurred the two boys left his body on a railway line, hoping that George Bulger would be hit, thus making his death look like an accident. The boys later go on to be arrested with substantial amounts of evidence against them, including the same paint found on Bulger's body was on their clothes, blood matching the boy's DNA was found on their shoe and bruising patterns matching the features of Robert Thompson's shoe. They were ~~tried~~ tried and sent to jail for a minimum of ten years, however people were still not happy with the result. The Sun newspaper formed one of the many petitions and received 280,000 signatures, attempting to increase their sentence. Because the two boys attempted to cover the murder and make it seem

...as though it was an accident means that they knew that they had done something wrong. They were both fully aware that murder is wrong and when they realised the consequences of their actions and they tried to avoid it. Therefore, the age of responsibility should be lowered because at that age they know that murder is wrong, as proved by Thompson and Venables, and should be punished the same way everybody else would because their crime is the same no matter their age.

On the other hand, some people may argue that children under the age of ten may not know what they're doing and that the age of responsibility is wrong because they believe that you can't charge a child for doing something they didn't know was wrong. If you were brought up without a loving, stable family around you then you would have no idea about the difference between right and wrong. This is because you've had no one around you to teach you any different and that could lead to them continuing in their bad habits, allowing them to get worse and worse, because they had no one else to tell them otherwise. An example of this was in 1861 when two eight year old boys, Peter Barratt and James Bradley murdered a two year old boy called George Burgess in Stockport, Cheshire. They suffocated Burgess after beating him and leaving him face down in a brook. When they were arrested they described the incident to the officer, referring to the young boy as an 'it'. At the initial hearing, both boys were convicted of murder, however at their trial they were actually charged with manslaughter. It was clear that the judge was uncomfortable sending such young children to jail for murder. They spent one month in jail and five years at a reform school because it seemed as though Barratt and Bradley couldn't differentiate the difference...

Links to cognitive skills from the IDG Thinking - Cognitive skills ?



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KS4 Student example

Homework:

- name of bill
- How will the bill change the UK? (short)
- How will the bill change the UK? (longer)
- research and data needed.

Sanitary products should be free in public spaces and schools why?

Women had to struggle to get rid of a 51 tax on tampons, which were considered 'luxuries' but men's razors and condoms are not. A 2019 aid states that nearly 1 in 10 women in the UK struggled to afford sanitary products. This is a problem for attendance can be affected for longer, being forced to use public toilet paper. This can lead to bacteria that can lead to a depressive cycle of the inability to focus on school work. This can affect the consistency of the UK society. This means offering free sanitary products in a public restroom enables many low-income women to meet their basic needs for the month. This is beneficial to the UK as it gives support to underprivileged citizens and will result in fewer unsatisfied women who are more likely to contribute positively to society like voting, volunteering and public engagement.

According to the Royal College of Nursing, approximately 137,000 children in the UK skip school due to period poverty. This makes young students less engaged in their studies and less productive because they are missing out on valuable learning. This has led to the cost of living crisis as an international girls aged 14-21. UK found that 1 in 10 girls aged 14-21 are affected by period poverty in the UK. This has many benefits, but one is that it overall helps the relationship between girls and boys in the UK and encourages them to thrive as they grow up. This is why I believe my bill will help the UK because the younger generation will be able to engage in an open system where they are free to express their views and are more likely to succeed and land well-paying employment that will boost the economy.

But with this, I understand that someone will have to pay for these products. If it's not us, in a functional economy, it takes money to make things and inevitably money to buy things like food and water. These are necessities but not free. This means that funds will be withdrawn from specific areas of government spending or taxes will substantially be raised. Women who are financially secure should refrain from using these services as the general public should not bear the bill for sanitary products that women, who can easily afford their own, use.



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KS4 Student example

Citizenship Immigration Debate:

Very convincing argument!

a this figure will probably get worse this winter

Hello all, today in this debate I will be representing the affirmative side. Today, the motion is that "The government must prevent all immigrants from coming into the UK"

To begin with, I agree with this statement because of the current unstable state of the UK. During the time Boris Johnson was the Prime Minister, the UK faced many challenges; such as COVID-19, the cost of living crisis and the crumbling state of the UK's economy. As these problems grow, immigrants that come to the UK during this period will have to endure the struggle and hardship of surviving through the cost of living crisis, which is causing the majority of British citizens to adapt their lives to a lower quality just to stay alive. According to a recent study by the Office for National Statistics (ONS), a staggering 91% of adults reported an increase in their living costs compared to a year ago, whilst 73% state that costs for food, warmth and energy have become more expensive in the last month alone. How is this a suitable, or even safe, time for someone to enter the UK? Some could argue that an immigrant's venture to the UK would aid with the repair of the economy by paying taxes; however, they wouldn't receive a job with a high enough income to make a lot of change in the UK, likely something beginner-level with low pay. This would mean that the population just rises, demanding more from the government without providing them with as much money as would be needed to fulfil said demands.

I like what you have done, you are stopping immigration to protect immigrants

£12,750 - income tax

This brings me to my next point, a larger population means that there is a higher demand for public services. Services like the NHS are already under a lot of pressure due to the understaffing and only recent, slow recovery from COVID-19. A survey taken by the National Health Executive (NHE) states that the "NHS has one of the lowest levels of doctors in the western world", with only 2.8 doctors and 7.9 nurses per 1000 people. In comparison, Norway has 4.82 doctors and a staggering 17.8 nurses per 1000 people. This goes to show that the UK's services are in no shape or form ready for a wave of immigrants to migrate over. The UK has an acceptance rate of 99% for immigration; therefore increasing the population by staggering amounts like 120,077 per year. How does reduce the strain on the NHS or any other public service that is under pressure? Furthermore, unemployment problems will arise as the population will outweigh the jobs available to the people. Others may say that immigrants could then instead take the jobs that the British people don't want to deal with, reducing unemployment; however, it brings me back to my previous point, the low-pay jobs won't outweigh the cost of the government's services anyway. It'll just either cause the economy to go down again or worsen the cost of living crisis; they may as well not be in the UK. Therefore, if we have larger populations - we have larger problems.

it was the fault of immigrants & external factors

Could we get the immigrants to do the jobs we need

My final point is that immigration brings crime and violence. Recently in Leicester, there has been growing tension between two well-known local communities, Hindus and Muslims. The conflict was said to be caused by an Asian Cup Cricket Match between India and Pakistan in Dubai, which was followed by fans of the India team marching on the streets of Leicester shouting a phrase which is translated to "Death to Pakistan". This led to 47 arrests and a multitude of people injured from the riots and fights over a cricket game, which was influenced by years of distaste and historical feuds. Some could argue that British football fans can also be accused of activities like these; however, the government passed an act called The Football (Disorder) Act 2000. This was created to make further provisions for the purpose of preventing violence or disorder in connection with football matches. Linking to my previous point, this means that there is a strain and requirement on the police's public services and using resources; such as riot squads just to defuse the situation.



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Discussion – How do build cognitive skills?

How do we develop/encourage students to think critically but also creatively in our classroom? Any strategies that you use?

What barriers might/have we faced in developing cognitive skills in students? How might we overcome these barriers?

How do we foster problem-solving skills in our classroom?

How do we develop student's political literacy skills? Or information literacy skills?

How might/do we provide opportunities for students to engage in real life or inquiry-based learning?

Successes

- National recognition by ACT
- Curriculum that is at the heart of school
- Ofsted recognition
- GCSE uptake- past three years there has been 3 GCSE classes
- Young mayor
- Political participation- Iranian protests
- Further education - large number of students taking PPE/International relations/Politics

Challenges

- Individual teacher- issue of others delivering the subject
- Gove period- challenge for existence
- EBacc- Time
- Conflict of student vs. parent- some parents still not understanding the subject so do not take as seriously
- PSHE vs. Citizenship- new staff unsure

Practical tips

- Do not dumb down!
 - Rome was not built in a day
 - Use the structure that is there- I am advising English teachers to look at Personal Development from Ofsted and use this to argue for time and resources
 - Keep it contemporary- students are looking at politics all of the time and want to discuss (TikTok, and other social media)
- but our job is to *help students develop the cognitive skills to make sense* of what TikTok has presented them