



**nus**  
**NATIONAL  
CONFERENCE  
2015**

21-23 April 2015 | ACC Liverpool

**Society and Citizenship  
proposal  
CD5**

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# Society and Citizenship Zone motion

## Key information

This document contains the report from the National President on motions passed in the Society and Citizenship Zone at National Conference 2014 and the proposed Society and Citizenship Motion for National Conference 2015. Amendments to this motion can be submitted by Friday 6 March 2015 at 12pm.

## Society and Citizenship motion

**Proposal:** Citizenship, Education and SRE

**Submitted by:** Piers Telemacque

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### Conference Believes:

1. Students should leave our education systems (Primary, Secondary and Tertiary) equipped with the skills, knowledge and experience to become active, well-informed, confident members of their local, national and global communities.
2. This means making sure that education covers politics and democratic life, as well as social issues such as sex and relationship education (SRE), sustainability and inequality, critical thinking and a holistic understanding of equality and diversity.
3. There is currently a lack of commitment from the Department of Education towards citizenship education and SRE, and free schools and academies are able to opt-out of these curriculum areas.
4. The scope of citizenship education is currently too narrow and should encompass wider political and constitutional rights, as well as social issues including global citizenship and sustainability, legal rights and financial literacy, human rights, liberation, and diversity. 'Active citizenship' should be given priority and embedded as far as possible across the curriculum.
5. The delivery of SRE has been found by Ofsted to be inadequate in a third of schools, sometimes confined to a single biology lesson. SRE should be holistic, inclusive, timely, and relevant to the pupils and students receiving the training.
6. Training, development and specialist support for teachers in the potentially complex and sensitive issues of citizenship education and SRE should be extended to ensure that those delivering these programmes are confident, competent, impartial, consistent and professional.
7. The next government should introduce compulsory basic citizenship education and SRE to pupils in Key Stage 2, and improve and expand the provision at Key Stage 3 and 4.
8. The adequate provision of citizenship education and SRE should be prioritised similarly in FE and HE contexts, with content developed in partnership with students at those levels.
9. Students' unions have the potential to play a key role in developing and nurturing peer-led partnerships between Primary, Secondary and Tertiary student groups in the creation and delivery of 'active citizenship' education at all levels.

### Conference Resolves:

1. Create a framework for a partnership-based approach to shape citizenship education in FE and HE, ensuring 'active citizenship' is embedded as a key component across disciplines.
  2. Campaign for the prioritisation of relevant citizenship education and SRE, starting from Key Stage 2 and on throughout our education institutions.
  3. Engage education professionals on SRE and citizenship education by working with teaching unions to support thorough, ongoing training and development for teachers.
  4. Support Sexpression in offering peer-led teaching on SRE.
  5. Engage with faith groups through the NUS faith and sexuality training and resources.
  6. Encourage partnerships between students' unions and schools on mentoring schemes and 'active citizenship' projects within their shared local communities.
  7. Continue to formally support the Sex Education Forum's '[SRE - It's My Right](#)' campaign, to urge all political parties to commit to statutory SRE in their general election manifestos.
  8. Continue to support Brook's 'Talk about Stuff' project to deliver age-appropriate SRE in FE colleges.
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**Proposal:** Defend Youth Services and Community Education

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**Submitted by:** Piers Telemacque

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*Youth services provide supportive and challenging places for young people, with qualified staff supporting them to become a force for good in society. Cuts to these services are having a drastic impact on both the quality of life and prospects of young people.*

### Conference Believes:

1. NUS polling indicates that 63% of students have been involved in some form of youth organisation across the statutory and voluntary sectors.
2. Legally, councils must provide “sufficient leisure-time activities” for teenagers, but only “so far as reasonably practical” with no other guarantees in place, making youth service funding an easy target when making cuts.
3. The last three years have seen some 40% of cuts to youth work, and this continues with some local authorities cutting services by over 90%.
4. Cuts in services contribute to a national shortage of placements for Youth Work and Community students.
5. In 2014 funding to *Funky Dragon* – the voice of young people in Wales – was cut completely, leaving no representation of youth voice in Wales.
6. Similarly to students’ unions, youth organisations provide a range of activities, rely heavily on volunteers and focus on youth leadership.
7. NUS works in partnership with nine other youth sector organisations and is a constituent member of the British Youth Council

### Conference Further Believes

1. Youth services should strive to realise the potential of young people, and not treat them as problems waiting to happen.
2. All young people across the UK should have access to quality, statutory funded, wide-ranging and universal youth services.
3. Services should reflect local need, using a mix of delivery, in partnership with local organisations; but youth work should be delivered by qualified youth workers and supported volunteers.
4. Young people should be involved in the design, commissioning, delivery and evaluation of their youth services – both in the services themselves and how local authorities commission services to ensure that delivery reflects their needs and beliefs.
5. The core purpose of Youth Work and Community Education should be the personal and social education of young people, and should be the responsibility of the Department for Education.
6. Youth service funding should account for the number of young people in an area and their access needs.

### Conference Resolves:

1. NUS will campaign for government to introduce a statutory duty for youth work with guaranteed quality services that are concerned with the personal and social education of young people.
  2. NUS should support placement opportunities for Youth Work and Community students within students’ unions in both HE and FE where appropriate.
  3. NUS will continue to champion youth leadership within the youth sector and in its partnerships.
  4. NUS will support cuts campaigns where they are happening, locally and nationally.
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