

CO-CREATE UK: EMBEDDING VALUES AND KNOWLEDGE THROUGH COLLABORATIVE CURRICULUM PROJECTS

Proposal for KS4 Learners (adaptable for KS2-KS5)

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Offered to: National Curriculum and Assessment Review Panel

EXECUTIVE SUMMARY

Co-Create UK is proposed as a curriculum innovation, designed to integrate affective and cognitive learning in KS4 through collaborative, values-based projects. It uses a complementary form of dialogue to debate, called design conversation. It equips students with the emotional intelligence, ethical reasoning, and disciplinary knowledge needed to thrive as responsible citizens. The programme aligns with GCSE Citizenship, RS, and English Language, and supports PHSE and Ofsted's SMSC and personal development criteria. It reflects systems thinking in its design and application.

1. Rationale

KS4 (and KS 3,5) learners face increasing emotional, social, and ethical complexity – arising from emphasis on individualism and social fragmentation, emphasised by online polarisation and by global dilemmas. Co-Create UK responds by embedding structured opportunities for respectful dialogue, critical thinking, and collaborative problem-solving. It bridges the gap between knowledge acquisition and values internalization, preparing students for both academic success and civic responsibility.

2. Vision of a curriculum builds character through collaboration

- Empower students to co-create, co-design, co-learn, co-reflect and co-evaluate
- Foster recognition of interdependence, empathy, and ethical responsibility
- Foster respect and understanding
- Appreciate value of collective intelligence and its independence of ethnicity
- Build bridges across friendship groups and unfamiliar peers

3. Affective Domain Alignment

The project introduces a style of dialogue as a communication skill with safeguards – such as tolerance, patience. Listening, and emotional regulation, e.g.

- *Receiving*: Encouraging openness to others' ideas
- *Responding*: Engaging respectfully and reflectively
- *Valuing*: Honouring shared commitments
- *Characterizing*: Constantly applying inclusive and ethical behaviours

These principles help learners internalize ideas through practice, not just theory

4. Cognitive Domain Enhancement

The structured stages of methodology– from personal reflection to developing a statement of commitment to a project – offer rich material for:

- *Understanding*: Exploring the social mechanics of dialogue, need for transcultural metaphor
- *Applying*: Using alternative conversation rules in real scenarios
- *Evaluating*: Assessing the impact of respectful communication
- *Creating*: Drafting group charters or ethical codes

This scaffolding supports deeper reasoning about interdependence, ethics and civic responsibility. The two domains are developed in tandem through structured activities, reflective journaling, and collaborative inquiry.

5. Curriculum Integration (KS4 Focus)

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Subject	Alignment Focus
GCSE Citizenship	Mutual rights and responsibilities, democratic engagement
GCSE RS	Moral reasoning, ethical dilemmas, interfaith dialogue
GCSE English	Spoken language endorsement, argumentation, critical response
PSHE	Emotional literacy, resilience, values-based decision-making

6. Possible KS4 Projects

Project Title	Description
<i>Ethics in Action</i>	Respond to dilemmas (e.g. AI, climate justice) using ethical frameworks
<i>Voices of Our Generation</i>	Create spoken-word pieces on identity, inclusion, and civic values
<i>Design for Dignity</i>	Collaborate on inclusive design challenges (e.g. accessibility, wellbeing)
<i>Shared Values Charter</i>	Draft and debate a school-wide code of ethics
<i>Community Allies</i>	Partner with local groups to address social issues collaboratively

Each project includes both knowledge-based inquiry and affective reflection.

7. Assessment Strategy

- *Formative:* Personal Journals, peer feedback, group evaluation
- *Summative:* Ethical reasoning tasks, spoken presentations, project portfolios
- *Rubrics:* Dual-domain rubrics aligned with Bloom's taxonomy and GCSE criteria
- *Self-Assessment:* Student reflection on values, growth, and learning behaviours

8. Implementation Plan

- Pilot in 3–5 KS4 schools across regions
- Train facilitators in dual-domain pedagogy and inclusive dialogue
- Deliver 2–3 collaborative projects per academic year
- Include structured reflection, peer review, and public showcases
- Partner with civic organisations and community groups

9. Long-Term Impact

- Working jointly in the way suggested will introduce joy to learning, as with other co-creative activity e.g. music, acting, dance
- Builds civic cohesion and ethical leadership
- Scalable across regions and adaptable to post-16 education
- Supports national goals for inclusive, values-driven learning
- Prepares students for responsible citizenship and future challenges

10. Reflecting Vision of Respect and Understanding (RU)

The suggestions for documentation available via gdye.org.uk don't just teach *how* to talk – the approach models why respectful conversation and behaviours matters. It reflects a vision of society where dialogue is a tool for empathy, equity, and ethical action. This is the kind of RU learning I believe the National Curriculum should provide.