

# Education unlocks skills and employment

Curriculum links (ages 11-16)



# England (Key Stage 2)

## Citizenship

Pupils should be taught about:

### Key Stage 3

- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

### Key Stage 4

- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

## Personal, Social and Health Education

### Health and Well-being

Students learn...

### Key Stage 3

- **H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

### Key Stage 4

- **H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback

## Living in the Wider World

Students learn...

### Key Stage 3

- **L2.** to review their strengths, interests, skills, qualities and values and how to develop them
- **L4.** the skills and attributes that employers value

### Key Stage 4

- **L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- **L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

# Northern Ireland

## Learning for Life and Work: Employability

### Key Stage 3

Pupils should have opportunities to:

- investigate how technology is affecting life and work
- assess personal skills and achievements to date. identify areas of interest and set targets for self-improvement

## Learning for Life and Work: Local and Global Citizenship

### Key Stage 3

Pupils should have opportunities to:

- investigate various ways to participate in school and society

### Key Stage 4

Pupils should be able to:

- develop their understanding of the role of society and government in safeguarding individual and collection rights in order to promote equality and to ensure that everyone is treated fairly

# Scotland

## Health and Well-being

### Mental, emotional, social and physical well-being

- I recognise that each individual has a unique blend of abilities and needs. **HWB 3-10a/HWB 4-10a**

### Planning for choices and changes

- I am developing the skills and attributes which I will need for learning, life and work. **HWB 3-19a**
- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. **HWB 4-19a**
- I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 3-20a/HWB 4-20a**

## Humanities

**Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

### **Progression Step 4**

- I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.

### **Progression Step 5**

- I have built a detailed understanding of what it is to be an ethical, informed citizen and can critically evaluate my role as one, recognising my responsibilities and those of others towards society, the environment and creating a sustainable future

## Science and Technology

**Being curious and searching for answers is essential to understanding and predicting phenomena.**

### **Progression Step 4**

- I can describe the impacts of science and technology, past and present, on society.

### **Progression Step 5**

- I can evaluate the effectiveness and impact of scientific and technological solutions on a personal, societal and environmental level.



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