Education unlocks support for refugees

Curriculum links (ages 7-11)
England (Key Stage 2)

Citizenship
Pupils should be taught:

**Developing confidence and responsibility and making the most of their abilities**
- 1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

**Preparing an active role as citizens**
- 2a. to research, discuss and debate topical issues, problems and events
- 2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences

**Breadth of opportunities**
- 5a. take responsibility
- 5c. participate
- 5e. meet and talk with people

**English**
- Pupils should be taught to:

**Spoken language**
- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

**Reading - comprehension**
- understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Geography

**Human and Physical Geography**
Pupils should be taught to:
- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Personal, Social and Health Education

Pupils learn...

**Relationships**
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

**Living in the Wider World**
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
Northern Ireland (Key Stage 2)

**Language and Literacy**

- Pupils should be enabled to:
  
  **Talking and listening**
  - participate in group and class discussions for a variety of curricular purposes
  - know, understand and use the conventions of group discussion
  - share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals

  **Reading**
  - justify their responses logically, by inference, deduction and/or reference to evidence within the text

**Personal Development and Mutual Understanding**

**Mutual understanding in the local and wider community**

- Pupils should be enabled to explore:
  - human rights and social responsibility
  - valuing and celebrating cultural difference and diversity
  - playing an active and meaningful part in the life of the community and being concerned about the wider environment.

**The World Around Us**

**Movement and energy**

Pupils should be enabled to explore:

- causes that affect the movement of people and animals
- how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods
- positive and negative consequences of movement and its impact on people, places and interdependence
Scotland (Second Level)

Health and Well-being

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

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 2-08a**
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

Literacy and English

**Listening and talking**

- When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. **LIT 2-02a**
- when listening and talking with others for different purposes, I can:
  - share information, experiences and opinions
  - explain processes and ideas
  - identify issues raised and summarise main points or findings
  - clarify points by asking questions or by asking others to say more. **LIT 2-09a**

**Reading**

- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a**

Social Studies

**People in society, economy and business**

- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**
Wales (Progression Step 3)

Health and Well-being
How we process and respond to our experiences affects our mental health and emotional well-being.
- I can empathise with others.
- I can understand how and why experiences affect me and others.

Humanities
Human societies are complex and diverse, and shaped by human actions and beliefs.
- I have an understanding of how factors in the past and present have shaped my communities.
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.
- I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.

Languages, Literacy and Communication
Understanding languages is key to understanding the world around us.
- I can listen empathetically to different people’s viewpoints on various subjects.
- I can use inference and deduction to understand texts and can consider the reliability of what I read.
- I can read empathetically to identify different people’s viewpoints on various subjects.
Expressing ourselves through languages is key to communication.
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.