**EDUCATION UNLOCKS A MORE INCLUSIVE WORLD**

**CURRICULUM LINKS (AGES 11-16)**

**England**

**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

**English**

Pupils should be taught to:

**Spoken English**

**Key Stage 3**

* speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion

- participating in formal debates and structured discussions, summarising and/or building on what has been said

**Key Stage 4**

* speak confidently, audibly and effectively, including through:

- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines

- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary

**Personal, Social and Health Education**

Students learn:

**Relationships**

**Key Stage 3**

* R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
* R15. to further develop and rehearse the skills of team working
* R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

**Key Stage 4**

* R34. strategies to challenge all forms of prejudice and discrimination

**Northern Ireland**

**Language and Literacy: English with Media Education**

**Key Stage 3**

* Through engagement with a range of stimuli… pupils should have opportunities to become critical, creative and effective communicators by:

- expressing meaning, feelings and viewpoints

- talking, to include debate, role play, interviews, presentations and group discussions

**Communication**

**Key Stage 4**

Teachers should enable pupils to develop skills in:

* communicating meaning, feelings and viewpoints in a logical and coherent manner
* participating in discussions, debates and interviews

**Learning for Life and Work**

**Local and Global Citizenship**

**Key Stage 3**

Pupils should have opportunities to:

* explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
* investigate various ways to participate in school and society
* investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation

**Key Stage 4**

Pupils should be able to:

* respond to specific challenges and opportunities that diversity and inclusion present in Northern Ireland and the wider world
* identify and exercise their rights and social responsibilities in relation to local, national and global issues
* 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

**Personal Development**

**Key Stage 3**

Pupils should have opportunities to:

* explore and express a sense of self
* develop skills and strategies to improve own learning

**Scotland**

**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 3-08a HWB 4-08a**
* 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 3-10a HWB 4-10a**
* Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a HWB 4-13a**

**Literacy and English**

**Listening and talking**

* When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

* When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

* When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions

- explain processes, concepts or ideas

- identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

* When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions

- explain processes, concepts or ideas with some relevant supporting detail

- sum up ideas, issues, findings or conclusions. **LIT 4-09a**

**Social Studies**

**People in society, economy and business**

* I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16b**
* Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

**Wales**

**Health and Well-being**

**How we process and respond to our experiences affects our mental health and emotional well-being**

**Progression step 4**

* I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.

**Progression step 5**

* I can empathise with others which helps me to be compassionate and kind towards myself and others.

**How we engage with social influences shapes who we are and affects our health and well-being**

**Progression step 4**

* I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.

**Progression step 5**

* I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.

**Healthy relationships are fundamental to our well-being**

**Progression step 4**

* I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.

**Progression step 5**

* I can advocate the rights of myself and others.

**Humanities**

**Human societies are complex and diverse, and shaped by human actions and beliefs**

**Progression step 4**

* I can analyse and explain the diverse stories, beliefs and experiences of people in societies in my locality and in Wales, as well as in the wider world.

**Progression step 5**

* I can critically analyse a range of complex similarities, differences and inequalities between diverse societies in the past and present.

**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 can explain and analyse why injustice and inequality exist and can do so in a range of contexts.
* I can explain the importance of the roles played by individuals, societies, social movements and governments in defending people’s human rights.
* I have identified, planned, reflected upon and evaluated the effects of action I have taken in my local community, or in Wales or the wider world, either individually or collaboratively.

**Progression step 5**

* I can evaluate the underlying causes of injustice and inequality in a wide range of contexts in the past and present, and how they impact on human rights issues.
* I can evaluate the causes of human rights violations and the various factors that undermine or support people’s rights.
* I can evaluate the importance of the roles played by individuals, societies, social movements and governments in respecting and defending people’s human rights.
* I have identified, planned, reflected upon and evaluated the impact of action I have taken in my local community or in Wales or the wider world, either individually or collaboratively. Within that context, I critically examine my attitudes, assumptions and behaviours.

**Languages, Literacy and Communication**

**Understanding languages is key to understanding the world around us**

**Progression step 4**

* I can listen empathetically to different people’s viewpoints on various subjects, using them to arrive at my own conclusions.

**Progression step 5**

* I can listen empathetically, respecting different people’s perspectives and can critically evaluate them to arrive at my own considered conclusions.

**Expressing ourselves through languages is key to communication**

**Progression step 4**

* I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.

**Progression step 5**

* I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.