Education unlocks a more inclusive world

Curriculum links for 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
- 1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

**Developing good relationships and respecting the differences between people**

- 4f: that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

**Breadth of opportunities**

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- 5a. take responsibility
- 5b. feel positive about themselves
English

Pupils should be taught:

**Spoken language**

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- consider and evaluate different viewpoints, attending to and building on the contributions of others

**Personal, Social and Health Education**

Pupils learn:

**Health and well-being**

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H27. to recognise their individuality and personal qualities

**Relationships**

- R21. about discrimination: what it means and how to challenge it
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**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
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
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

**Personal Development and Mutual Understanding**

Pupils should be enabled to explore:

**Personal understanding and health**

- their self-esteem, self-confidence and how they develop as individuals
- effective learning strategies

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

- human rights and social responsibility
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.
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**

Social Studies

People in society, economy and business

- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives. **SOC 2-16b**
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.

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

• I can interact pro-socially in different groups and situations.

Healthy relationships are fundamental to our well-being

• I can respect the rights of others and I understand how these impact on myself and others.
Humanities

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

• I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.

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.

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.
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