

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

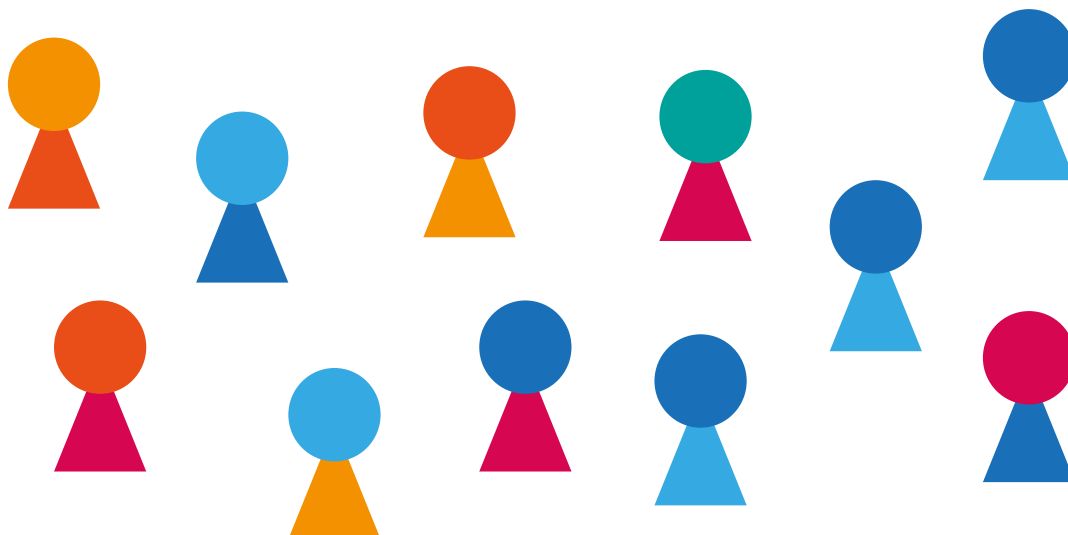
Developing good relationships and respecting the differences between people

- 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

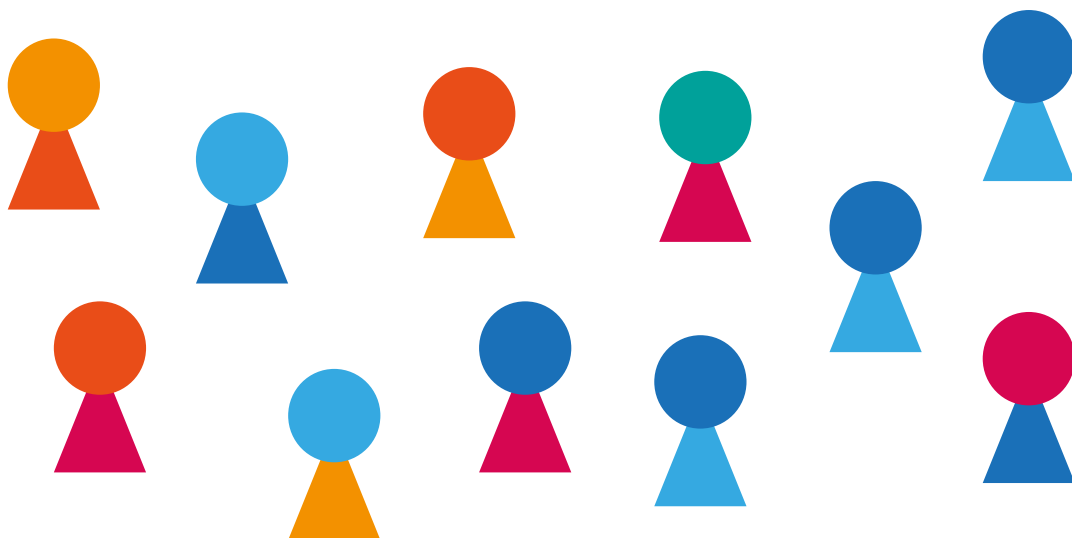
- I can empathise with others.
- I can understand how and why experiences affect me and others.

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.



Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

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