

Education unlocks a more inclusive world

Curriculum links for ages 11-16



England (Key Stage 2)

Citizenship

Pupils should be taught:

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:

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

Pupils should be enabled to:

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.



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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