Curriculum for Global Citizenship Knowledge and understanding

Knowledge and understanding	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3–Standard grade Ages 14–16	Ages 16–19
Social justice and equity	• what is fair/unfair • what is right and wrong	• awareness of rich and poor	• fairness between groups • causes and effects of inequality	• inequalities within and between societies • basic rights and responsibilities	• causes of poverty • different views on the eradication of poverty • role as Global Citizen	• understanding of global debates
Diversity	• awareness of others in relation to self • awareness of similarities and differences between people	• greater awareness of similarities and differences between people	• contribution of different cultures, values and beliefs to our lives • nature of prejudice and ways to combat it	• understanding of issues of diversity	• deeper understanding of different cultures and societies	• deeper understanding of different cultures and societies
Globalisation and interdependence	• sense of immediate and local environment • awareness of different places	• sense of the wider world • links and connections between different places	• trade between countries • fair trade	• awareness of interdependence • awareness of our political system and others	• power relationships North/South • world economic and political systems • ethical consumerism	• complexity of global issues
Sustainable development	• living things and their needs • how to take care of things • sense of the future	• our impact on the environment • awareness of the past and the future	• relationship between people and environment • awareness of finite resources • our potential to change things	• different views of economic and social development, locally and globally • understanding the concepts of possible and preferable futures	• global imperative of sustainable development • lifestyles for a sustainable world	• understanding of key issues of Agenda 21 • lifestyles for a sustainable world
Peace and conflict	• our actions have consequences	• conflicts past and present in our society and others • causes of conflict and conflict resolution – personal level	• causes of conflict • impact of conflict • strategies for tackling conflict and for conflict prevention	• causes and effects of conflict, locally and globally • relationship between conflict and peace	• conditions conducive to peace	• complexity of conflict issues and conflict resolution

Curriculum for Global Citizenship **Skills**

Skills	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3 Standard grade Ages 14–16	Ages 16–19
Critical thinking	• listening to others • asking questions	• looking at different viewpoints • developing an enquiring mind	• detecting bias, opinion and stereotypes • assessing different viewpoints	• media literacy • making informed decisions	• critically analysing information • making ethical judgements	• handling contentious and complex issues
Ability to argue effectively	• expressing a view	• beginning to state an opinion based on evidence	• finding and selecting evidence • beginning to present a reasoned case	• learning to develop/change position through reasoned argument	• arguing rationally and persuasively from an informed position	• political literacy • participating in relevant political processes
Ability to challenge injustice and inequalities	• beginning to identify unfairness and take appropriate action	• beginning to identify unfairness and take appropriate action	• recognising and starting to challenge unfairness	• starting to challenge viewpoints which perpetuate inequality	• selecting appropriate action to take against inequality	• campaigning for a more just and equitable world
Respect for people and things	• starting to take care of things – animate and inanimate • starting to think of others	• empathising and responding to the needs of others • making links between our lives and the lives of others	• making choices and recognising the consequences of choices	• growing ability to take care of things – animate and inanimate	• following a personal lifestyle for a sustainable world	• following a personal lifestyle for a sustainable world
Co-operation and conflict resolution	• co-operating • sharing • starting to look at resolving arguments peacefully • starting to participate	• tact and diplomacy • involving/including society and others	• accepting and acting on group decisions • compromising	• negotiation	• negotiation • mediation	• negotiation • conflict resolution

Curriculum for Global Citizenship Values and attitudes

Values and attitudes	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3 Standard grade Ages 14–16	Ages 16–19
Sense of identity and self-esteem	• sense of identity and self-worth	• awareness of and pride in individuality	• sense of importance of individual worth	• open-mindedness	• open-mindedness	• open-mindedness
Empathy and sense of common humanity	• concern for others in immediate circle	• interest in and concern for others in wider sphere	• empathy towards others locally and globally	• compassion • sensitivity to the needs and rights of others	• sense of common humanity and common needs	• sense of individual and collective responsibility
Commitment to social justice and equity	• sense of fair play	• sense of personal indignation • willingness to speak up for others	• growing interest in world events • sense of justice	• concern for injustice and inequality • willingness to take action against inequity	• commitment to social justice and equity	• commitment to the eradication of poverty
Value and respect for diversity	• positive attitude towards difference and diversity	• valuing others as equal and different • willingness to learn from the experiences of others	• growing respect for difference and diversity	• respecting the rights of all to have a point of view	• valuing all people as equal and different	• valuing all people as equal and different
Concern for the environment and commitment to sustainable development	• appreciation of own environment and living things • sense of wonder and curiosity	• concern for the wider environment • beginning to value resources • willingness to care for the environment	• sense of responsibility for the environment and the use of resources	• concern about the effects of our lifestyles on people and the environment	• concern for the future of the planet and future generations • commitment to a lifestyle for a sustainable world	• commitment to sustainable development
Belief that people can make a difference	• willingness to admit to and learn from mistakes	• awareness that our actions have consequences • willingness to co-operate and participate	• belief that things can be better and that individuals can make a difference	• willingness to take a stand on global issues	• willingness to work towards a more equitable future	• willingness to work towards a more equitable future