

	Rec	Y1 & 2	Y3 - 6
KNOWLEDGE			
Social justice and equity	<ul style="list-style-type: none"> • what is fair and unfair • importance of caring and sharing 	<ul style="list-style-type: none"> • what fairness means • examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> • how fairness may not always mean equal treatment • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity and diversity	<ul style="list-style-type: none"> • uniqueness and value of every person • similarities and differences between self and others 	<ul style="list-style-type: none"> • similarities and differences between peoples in local setting and also in wider contexts • what contributes to self-identity and belonging 	<ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these
Globalisation and interdependence	<ul style="list-style-type: none"> • immediate and local environment • simple links with other places (e.g. through food) 	<ul style="list-style-type: none"> • similarities and differences between places in various parts of the world, including own setting • links between local community and wider world 	<ul style="list-style-type: none"> • global connections between peoples and countries (e.g. through trade and communications) • how local actions affect the wider world
Sustainable development	<ul style="list-style-type: none"> • living things and their needs • how to take care of immediate environment • possibility of change in the future 	<ul style="list-style-type: none"> • positive and negative impacts of people's actions (including own personal choices) on others and the environment • how people can damage or improve the environment 	<ul style="list-style-type: none"> • people's dependencies on the environment • basics of climate change (causes and effects) • environmentally responsible living and global inequalities in ecological footprints
Peace and conflict	<ul style="list-style-type: none"> • how own actions have consequences 	<ul style="list-style-type: none"> • causes of disagreement and conflict at personal, classroom and 	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global

	<ul style="list-style-type: none"> • some basic ways to avoid, manage and resolve conflict 	<p>household levels</p> <ul style="list-style-type: none"> • some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> • strategies for managing, resolving and preventing conflict, including 'win-win' solutions • examples of conflicts past and present in own society and others
Human rights	<ul style="list-style-type: none"> • basic needs for human life 	<ul style="list-style-type: none"> • rights in class and school • the need to respect the rights of others • basic human rights and how some people have these denied 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met (e.g. teachers, local and national government)
Power and governance	<ul style="list-style-type: none"> • rules in class and school • how rules can help us 	<ul style="list-style-type: none"> • how to take part in making and changing rules in own class / school • uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country and region is governed
SKILLS			
Critical and creative thinking	<ul style="list-style-type: none"> • ask questions • suggest a way to solve a problem • wonder about ideas 	<ul style="list-style-type: none"> • ask relevant questions • consider merits of different viewpoints • use different approaches to solve problems 	<ul style="list-style-type: none"> • begin to identify bias and opinion • give evidence for an argument, assess different viewpoints and present counter-arguments • imagine alternative possibilities and suggest new ideas to solve problems
Empathy	<ul style="list-style-type: none"> • show sensitivity to people's feelings and needs 	<ul style="list-style-type: none"> • show awareness of, and concern for, people's feelings • show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> • adapt behaviour to take into account feelings of others • empathise with people in local and more distant contexts

			<ul style="list-style-type: none"> • understand impacts of prejudice and discrimination
Self-awareness and reflection	<ul style="list-style-type: none"> • recognise, name and deal with feelings in a positive way • notice some effects of own actions on others • identify how people are feeling (e.g. happy, sad, worried) 	<ul style="list-style-type: none"> • recognise effects of own behaviour on others and use this to help make choices • identify matters that are important to self and others • learn from mistakes and use feedback 	<ul style="list-style-type: none"> • identify connections between personal decisions and issues affecting people locally and globally • explore reasons for negative feelings towards others and in new or difficult situations
Communication	<ul style="list-style-type: none"> • listen to others • take turns to express a view 	<ul style="list-style-type: none"> • participate in discussions about issues that affect self, others and the wider world • state opinions and start to give reasons for these • listen carefully to others 	<ul style="list-style-type: none"> • listen attentively, question and respond to others • express own views and ideas on issues clearly, using a range of appropriate methods • give reasons, evidence and examples in support of an opinion
Cooperation and conflict resolution	<ul style="list-style-type: none"> • participate in group activities • take turns and share • manage disputes peacefully 	<ul style="list-style-type: none"> • play and work cooperatively • help to ensure that everyone in own group is included • begin to show tact and diplomacy 	<ul style="list-style-type: none"> • work cooperatively to solve problems or achieve goals • use strategies to manage anger, frustration and aggressive feelings • use knowledge of others' viewpoints to resolve problems and compromise
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> • ask for help if unsure what to do 	<ul style="list-style-type: none"> • describe feelings about changes in own life and locality 	<ul style="list-style-type: none"> • describe feelings about changes and events in own setting and the wider world • use strategies to cope with challenging times • recognise when there may be no single right or wrong answer

Informed and reflective action	<ul style="list-style-type: none"> • support others in group or class 	<ul style="list-style-type: none"> • contribute actively and constructively to the life of own class and school • take action when something is unfair 	<ul style="list-style-type: none"> • participate in decision making in school • contribute to the well-being of the wider community • share opinions and evidence on issues with others including decision-makers and elected representatives
VALUES & ATTITUDES			
Sense of identity and self-esteem	<ul style="list-style-type: none"> • awareness of self and own uniqueness • sense of self-worth and worth of others 	<ul style="list-style-type: none"> • sense of belonging and valuing of relationships with others • awareness of, and pride in, own individuality 	<ul style="list-style-type: none"> • positivity about the ways in which one is both similar to others and uniquely different • value what contributes to own identity
Commitment to social justice and equity	<ul style="list-style-type: none"> • sense of fair play • willingness to take turns and share 	<ul style="list-style-type: none"> • willingness to stand up and speak up for others • fairness in dealings with others 	<ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice • growing interest in world events and global issues
Respect for people and human rights	<ul style="list-style-type: none"> • starting to think of others 	<ul style="list-style-type: none"> • respect for other people's feelings and ideas • respect for the rights of others • belief that everyone has equal rights 	<ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone's responsibility to challenge prejudice and discrimination
Value diversity	<ul style="list-style-type: none"> • positive attitude towards difference and diversity • willingness to listen to the ideas of others 	<ul style="list-style-type: none"> • valuing others as equal and different • willingness to listen respectfully to the ideas and views of others even when one disagrees 	<ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints

		<ul style="list-style-type: none"> • willingness to learn from the experiences of others 	
Concern for the environment and commitment to sustainable development	<ul style="list-style-type: none"> • appreciation of, and care for, living things and own environment • sense of wonder and curiosity about the world • starting to value resources 	<ul style="list-style-type: none"> • concern about the local environment and willingness to care for it • taking care of resources and not wasting them 	<ul style="list-style-type: none"> • sense of responsibility for the environment and the use of resources • commitment to taking action to protect and improve the environment and quality of life for people locally and globally
Commitment to participation and inclusion	<ul style="list-style-type: none"> • willingness to play fairly and inclusively with others 	<ul style="list-style-type: none"> • willingness to participate in activities both inside and outside of the classroom • belief that that everyone should be included and able to participate 	<ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully
Belief that people can bring about change	<ul style="list-style-type: none"> • belief that everyone can do things to improve surroundings and support others 	<ul style="list-style-type: none"> • belief that people can make a difference, both on their own and when they work together 	<ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better