

Y3 - 6

KNOWLEDGE		SKILLS		VALUES & ATTITUDES	
Social justice and equity	<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 	Critical and creative thinking	<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 	Sense of identity and self-esteem	<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
Identity and diversity	<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 	Empathy	<ul style="list-style-type: none"> • adapt behaviour to take into account feelings of others • empathise with people in local and more distant contexts • understand impacts of prejudice and discrimination 	Commitment to social justice and equity	<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
Globalisation and interdependence	<ul style="list-style-type: none"> • global connections between peoples and countries (e.g. through trade and communications) 	Self-awareness and reflection	<ul style="list-style-type: none"> • identify connections between personal decisions and issues affecting people locally and globally 	Respect for people and human 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

	<ul style="list-style-type: none"> • how local actions affect the wider world 		<ul style="list-style-type: none"> • explore reasons for negative feelings towards others and in new or difficult situations 		to challenge prejudice and discrimination
Sustainable development	<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 	Communication	<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 	Value diversity	<ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints
Peace and conflict	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including 'win-win' solutions • examples of conflicts past and present in own society and others 	Cooperation and conflict resolution	<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 	Concern for the environment and commitment to sustainable development	<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

Human rights	<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) 	Ability to manage complexity and uncertainty	<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 	Commitment to participation and inclusion	<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
Power and governance	<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 	Informed and reflective action	<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 	Belief that people can bring about change	<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