

Global Citizenship

Global Citizenship	3-5 (EYFS)	5-7 (KS1)	7-11 (KS2)
Knowledge and Understanding			
Social Justice and Equality	<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 • some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> • causes of disagreement and conflict at personal, classroom and household levels • some ways of avoiding, managing and resolving 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
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 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 and 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

<p>Value diversity</p>	<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 • willingness to learn from the experiences of others 	<ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints
<p>Concern for the environment and commitment to sustainable development</p>	<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
<p>Commitment to participation and inclusion</p>	<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
<p>Belief that people can bring about change</p>	<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