

# Education unlocks opportunities for girls

Curriculum links for ages 11–16



# England (Key Stage 2)

## Citizenship

Pupils should be taught about:

### 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 about:

### Reading

### Key Stage 3

- understand increasingly challenging texts through making inferences and referring to evidence in the text

### Key Stage 4

- understand and critically evaluate texts through:
  - identifying and interpreting themes, ideas and information
  - seeking evidence in the text to support a point of view, including justifying inferences with evidence

## **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
- 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
- R4. the difference between biological sex, gender identity and sexual orientation
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

#### **Key Stage 4**

- R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.
- R34. strategies to challenge all forms of prejudice and discrimination

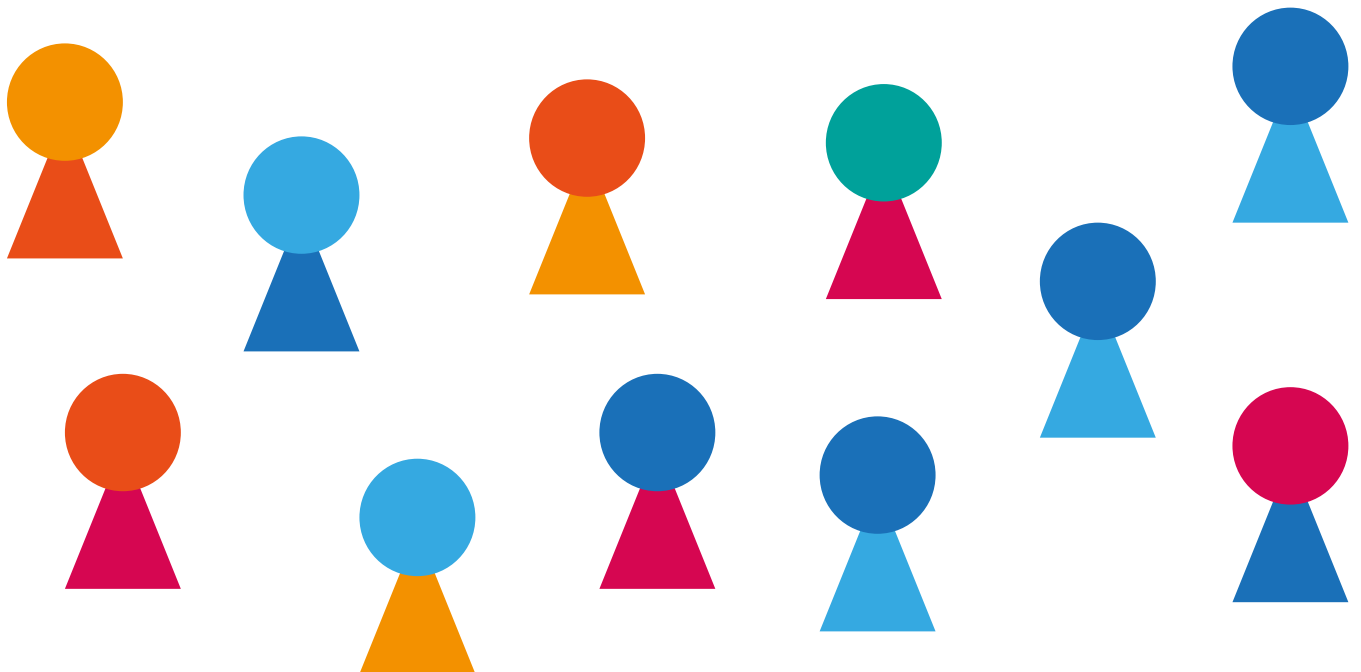
## Living in the wider world

### Key Stage 3

- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

### Key Stage 4

- L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities



# Northern Ireland (Key Stage 2)

## Language and Literacy: English with Media Education

### 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
  - reading and viewing for key ideas, enjoyment, engagement and empathy

## 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
- interpreting, analysing and presenting information in oral, written and ICT formats

## Learning for Life and Work

### Local and Global Citizenship

### Key Stage 3

Pupils should have opportunities to:

- investigate factors that influence individual and group identity
- investigate ways in which individuals and groups express their identity
- investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community
- investigate key human rights principles

- 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 how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts
- investigate various ways to participate in school and society

### **Key Stage 4**

Pupils should be able to:

- 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:

- investigate the influences on a young person



# Scotland (Second Level)

## Health and Well-being

### Mental, emotional, social and physical well-being

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 3-05a HWB 4-05a**
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a HWB 4-09a**
- 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**

- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a LIT 4-06a**

- 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 information, ideas or opinions
  - explain processes, concepts or ideas
  - sum up ideas, issues, findings or conclusions. **LIT 3-09a**

## **Reading**

- To show my understanding across different areas of learning, I can:
  - make inferences from key statements **LIT 3-16a**
- To show my understanding across different areas of learning, I can:
  - make inferences from key statements and state these accurately in my own words **LIT 4-16a**

## **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.
- I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.

#### Progression step 5

- I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.
- I can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences.
- I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.
- 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

## **Events and human experiences are complex, and perceived, interpreted and represented in different ways**

### **Progression step 4**

- I can express, discuss and justify my personal opinions and understand that interpretations can change over time, especially in the light of new evidence or when approached from a different perspective.
- I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.

### **Progression step 5**

- I can appreciate a variety of perspectives on the world, recognise the limitations of my own perspective and have begun to challenge my values and opinions.
- I can analyse, explain and evaluate the validity of opinions, viewpoints and interpretations, considering how they are shaped and influenced by a variety of factors, and how they can change over time. Subsequently, I can develop my own informed and justified judgements.

## **Human societies are complex and diverse, and shaped by human actions and beliefs**

### **Progression step 4**

- I can analyse and explain how identity is formed. I can explain the connections between diverse societies.
- 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 evaluate the multifaceted nature of identity and explain how it influences people's interaction and impact within and across diverse societies in my locality and in Wales, as well as in the wider world.
- 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 can analyse and explain that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.
- 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 can evaluate how people's different beliefs, perspectives and experiences impact upon moral and ethical action in response to past, present and anticipated challenges and opportunities.
- I can critically examine my attitudes, assumptions and behaviours, along with the actions of others. I can also critically examine how these affect my locality and Wales, as well as the wider world.
- 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.
- I can use inference and deduction to understand more complex texts and can consider the reliability and impact of what I read.

### Progression step 5

- I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
- I can use inference and deduction to gain in-depth understanding of complex texts, and can evaluate the reliability, validity and impact of what I read.

## Expressing ourselves through languages is key to communication

### Progression step 4

- I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.
- 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 evaluate and respond critically to what I have heard, read or seen.
- I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.



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