

# Education unlocks opportunities for girls

Curriculum links for ages 7–11



# England (Key Stage 2)

## Citizenship

Pupils should be taught:

### **Developing confidence and responsibility and making the most of their abilities**

- 1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

### **Preparing an active role as citizens**

- 2a. to research, discuss and debate topical issues, problems and events
- 2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

### **Developing good relationships and respecting the differences between people**

- 4e: to recognise and challenge stereotypes
- 4f: that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

### **Breadth of opportunities**

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- 5a. take responsibility
- 5g. consider social and moral dilemmas they come across in life

# English

Pupils should be taught:

## Spoken language

- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others

# Personal, Social and Health Education

Pupils learn:

## Health and well-being

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex

## Relationships

- R21. about discrimination: what it means and how to challenge it
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## Living in the wider world

- L2. to recognise there are human rights, that are there to protect everyone
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)



# Northern Ireland (Key Stage 2)

## Language and Literacy

Pupils should be enabled to:

### Talking and listening

- participate in group and class discussions for a variety of curricular purposes
- know, understand and use the conventions of group discussion
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts
- identify and ask appropriate questions to seek information, views and feelings

## Personal Development and Mutual Understanding

Pupils should be enabled to explore:

### Mutual understanding in the local and wider community

- human rights and social responsibility
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

# 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 2-05a**
- 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 2-09a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

## Literacy and English

### Listening and talking

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- When listening and talking with others for different purposes, I can:
  - share information, experiences and opinions
  - explain processes and ideas
  - identify issues raised and summarise main points or findings
  - clarify points by asking questions or by asking others to say more. **LIT 2-09a**

## Social Studies

### People in society, economy and business

- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**

# Wales (Progression Step 3)

## Health and Well-being

### How we process and respond to our experiences affects our mental health and emotional well-being

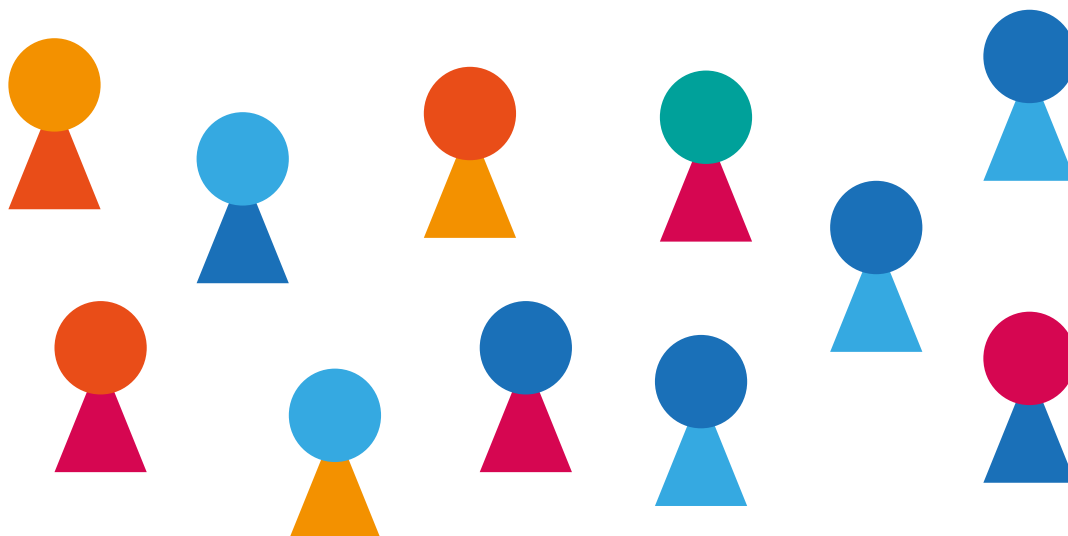
- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.
- I can empathise with others.
- I can understand how and why experiences affect me and others.

### How we engage with social influences shapes who we are and affects our health and well-being

- I can interact pro-socially in different groups and situations.
- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.

### Healthy relationships are fundamental to our well-being

- I can respect the rights of others and I understand how these impact on myself and others.



# Humanities

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

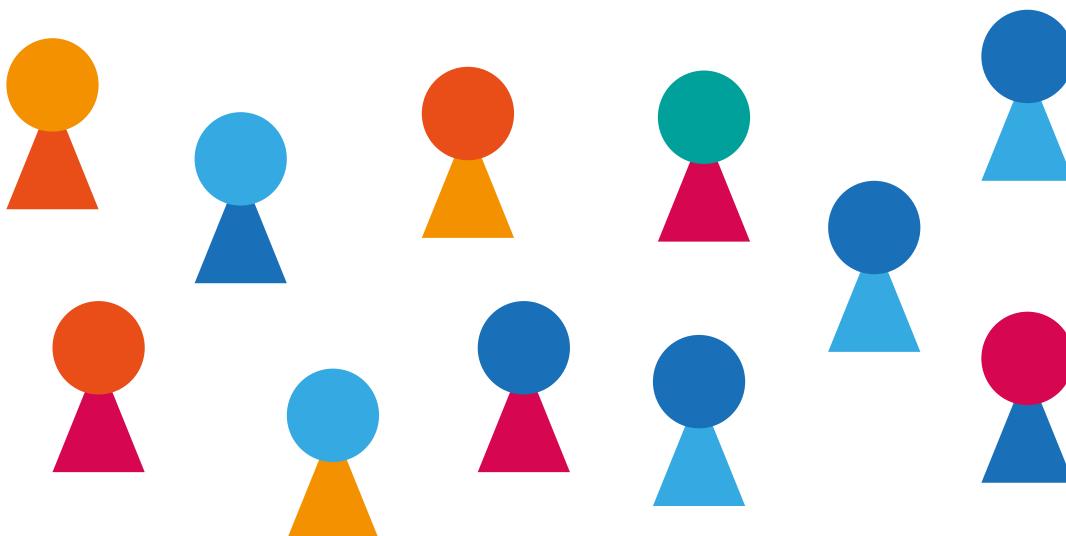
- I can respect the rights of others and I understand how these impact on myself and others.

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

- I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.
- I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.
- I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.

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

- I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.
- I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.
- I have an understanding of how factors in the past and present have shaped my communities.





## **Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action**

- I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.
- I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.
- I can understand that there are a range of factors that influence people's behaviour, actions and decisions.
- I can understand 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 planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.

## **Languages, Literacy and Communication**

### **Understanding languages is key to understanding the world around us**

- I can listen empathetically to different people's viewpoints on various subjects.

### **Expressing ourselves through languages is key to communication**

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.



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