

GLOBAL CITIZENSHIP AND PSHE

Key Stage 1

Source: DEC/SY, 2002

KNOWLEDGE AND UNDERSTANDING

PSHE	Citizenship
Self awareness <i>(likes/dislikes, emotions, affirmation, behaviour)</i>	Rights responsibilities and rules <i>(Choices, right and wrong, needs and wants, rules)</i>
Making the most of their abilities <i>(know abilities, mistakes ok)</i>	Social justice <i>(awareness of rich & poor)</i>
Financial awareness <i>(nature & value of money)</i>	Diversity, identities and perspective <i>(similarities, differences, cultural traditions, different places, girls equal to boys)</i>
Developing a healthy lifestyle <i>(food, exercise, diseases, growth, body parts)</i>	Prejudice, discrimination and bullying <i>(PSHE & Citz) (how behaviour effects others, bullying & how to get help)</i>
Developing a safer lifestyle <i>(household products, road safety, safe places, people who can help, secrets)</i>	Democracy, political systems and power <i>(express views)</i>
Developing effective and satisfying relationships <i>(families, caring, friendships, humour)</i>	Economic systems <i>(sources and uses of money)</i>
	Technological change <i>(appreciation of such change)</i>
	Voluntary and community organisations <i>(groups they belong to e.g. family and school)</i>
	Conflict and peace <i>(conflict not always bad, choices about how to respond to conflict)</i>
	The media <i>(choices are made in selecting & presenting information)</i>
	Interdependence and globalisation <i>(links between living things between places and how our actions affect others)</i>
	Sustainable development <i>(looking after environment, needs met by natural resources, resources finite)</i>

SKILLS

PSHE	Citizenship
<p>Self awareness <i>(likes/dislikes, learn from experiences, affirmation)</i></p>	<p>Enquiry information management and reflection <i>(ask questions including about visual images, look at different viewpoints)</i></p>
<p>Emotional literacy <i>(recognise, express & begin to manage feelings)</i></p>	<p>Communication <i>(share opinions, hold attention, take part in discussions and debates)</i></p>
<p>Making the most of their abilities <i>(set simple goals)</i></p>	<p>Empathy <i>(relate to needs of others locally and across the world)</i></p>
<p>Financial capability <i>(use money to make purchases, check change)</i></p>	<p>Problem solving and handling conflict <i>(share, take turns)</i></p>
<p>Developing independence & responsibility <i>(do tasks independently, increase confidence, care for self, others & envirt.)</i></p>	<p>Drawing conclusions and making decisions <i>(make choices with an awareness of consequences)</i></p>
<p>Developing a healthy lifestyle <i>(make choices that improve health & well-being, maintain personal hygiene)</i></p>	<p>Participation <i>(contribute to the life of class and school)</i></p>
<p>Developing a safer lifestyle <i>(recognise risks, say no when something feels wrong)</i></p>	<p>Responsible action <i>(identify unfairness and take appropriate action)</i></p>
<p>Cooperation and relationship skills <i>(listen, play & work cooperatively, handling friendships, voice differences sensitively, care for pets)</i></p>	
<p>Humour <i>(use funny stories, word plays, irony etc. without offence)</i></p>	
<p>Promoting equality and diversity <i>(recognise worth in others, respect differences, recognise diversity, get help to deal with bullying)</i></p>	

GLOBAL CITIZENSHIP AND PSHE

Key Stage 2

KNOWLEDGE AND UNDERSTANDING

PSHE	Citizenship
Self awareness (<i>what is special about them, ways of coping with emotions, fears and worries, that puberty affects emotions</i>)	Rights responsibilities and rules (<i>different responsibilities and rights & how they may conflict, nature of rules, universal human rights, CRC</i>)
Making the most of their abilities (<i>jobs, skills, causing change</i>)	Social justice (<i>different cause and effects of inequalities</i>)
Financial awareness (<i>saving, impact of spending on self & others</i>)	Diversity, identities and perspectives (<i>range of identities & contributions, incl. women in history, differences & similarities, biodiversity</i>)
Developing a healthy lifestyle (<i>food, exercise, disease, puberty</i>)	Prejudice, discrimination and bullying (<i>PSHE & Citz</i>) (<i>consequences of bullying & racism, bullying as an abuse of power</i>)
Developing a safer lifestyle (<i>substances and drugs, negative pressures, school rules on health & safety, emergency aid, where to get help</i>)	Democracy, political systems and power (<i>what democracy is, basic institutions supporting it, applying it in a school</i>)
Developing effective and satisfying relationships (<i>actions affect others, relationship types, sources of help, senses of humour</i>)	Economic systems (<i>economic choices and their effects</i>)
	Technological change (<i>opportunities and difficulties</i>)
	Voluntary and community organisations (<i>roles of</i>)
	Conflict and peace (<i>win-win, examples of past conflicts, escalation</i>)
	The media (<i>freedom of expression & responsibility, how media messages affect attitudes & choices and can cause inequality of opportunity</i>)
	Interdependence and globalisation (<i>interdependence of people & trade with examples, fair trade, interconnection of living things</i>)
	Sustainable development (<i>finite & sustainable resources, effects of changes in the environment, ways to live sustainably, future generations</i>)

SKILLS

PSHE	Citizenship
Self awareness (<i>identify strengths, achievements, correct mistakes</i>)	Enquiry information management and reflection (<i>research topical issues, listen, weigh evidence, detect bias, reflect on issues</i>)
Emotional literacy (<i>deal with feelings towards self and others</i>)	Communication (<i>express views in different ways, discuss and debate</i>)
Making the most of their abilities (<i>identify & set goals</i>)	Empathy (<i>try to understand experiences; feelings and views of others</i>)
Financial capability (<i>choose how to spend/allocate money carefully</i>)	Problem solving and handling conflict (<i>listen to all views, look at alternatives, aim for consensus, make decisions</i>)
Developing independence & responsibility (<i>face challenges by finding info. & help, making choices & acting, caring for env.</i>)	Drawing conclusions and making decisions (<i>contribute to real decisions in small groups, use diff. approaches, accept group decisions</i>)
Developing a healthy lifestyle (<i>manage hygiene procedures, make informed choices re. food, exercise, maintaining mental health</i>)	Participation (<i>contribute to class and school & to own cultural tradits</i>)
Developing a safer lifestyle (<i>recognise different risks, behave responsibly, ask for help, resist pressure to do wrong, emergency aid procs.</i>)	Responsible action (<i>challenge unfairness, monitor lifestyle, act</i>)
Cooperation and relationship skills (<i>initiate friendships, work with others in school community, treat animals with care & sensitivity</i>)	
Humour (<i>increasing repertoire of appropriate, non-offensive humour</i>)	
Promoting equality and diversity (<i>think about people in other places and times, demonstrate tolerance, challenge stereotypes, racism etc.</i>)	