



Skills Map for Diversity, Community & Global Learning

Citizenship

'Living life in all its fullness.'

The key elements for developing active and responsible global citizenship are identified below as:

- Knowledge and understanding
- Skills
- Attitudes

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Human rights • Power and governance 	<ul style="list-style-type: none"> • Critical and creative thinking • Empathy • Self-awareness and reflection • Communication • Cooperation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action 	<ul style="list-style-type: none"> • Sense of identity • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development. • Commitment to participation and inclusion. • Belief that people can bring around change.

Greater Depth

- Appreciate that some algorithms are more efficient than others.
- Consider when digital technology leads to improvements of has the potential to make things worse.



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Knowledge and Understanding

	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Social Justice and Equity	<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. 	<ul style="list-style-type: none"> • Ways of defining and measuring poverty (relative and absolute) and inequality. • Inequalities within and between societies and how these change wider causes and effects of poverty, in equality and exclusion.
Identity and Diversity	<ul style="list-style-type: none"> • Uniqueness and value of every person. • Similarities and difference 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. 	<ul style="list-style-type: none"> • Benefits and challenges of diversity. • Impacts of stereotyping, prejudice and discrimination and how to challenge these. • Importance of language, beliefs and values in cultural identities.
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. 	<ul style="list-style-type: none"> • Connections and interdependencies between global and local issues. • Changing global forces and effects on people's lives. • Impacts of decisions made at local, national or global levels on people and the



				environment across national boundaries.
<i>Sustainable Development</i>	<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. 	<ul style="list-style-type: none"> • Differing views about development and quality of life and their measurement. • UN Sustainable Development Goals and progress against them. • Importance of biodiversity wider causes and implications of climate change.
<i>Peace and Conflict</i>	<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 effect 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. 	<ul style="list-style-type: none"> • Wider causes and effects of conflict at all levels. • Importance of resolving conflict fairly. • Role of non-violent protest in social and political change.



Compassion, Hope, Reverence, Wisdom

<i>Human Rights</i>	<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).	<ul style="list-style-type: none">• Universal Declaration of Human Rights.• Importance of citizens, societies and governments respecting and defending people's human rights.• Current and historical human rights issues and movements in own country and elsewhere.
<i>Power and Governance</i>	<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.	<ul style="list-style-type: none">• Basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries.• How a lack of power and representation can result in discrimination and exclusion.• The power of collective action and role of social movements.



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Skills

	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
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. 	<ul style="list-style-type: none"> • Evaluate media and other sources for bias, stereotypes and range of voices and a perspectives. • Analyse own and others' assumptions about people about people and issues. • Keep mind open to new ideas.
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. 	<ul style="list-style-type: none"> • Discern how people are feeling through their words, body language, gestures and tone. • Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.



<i>Self-awareness and reflection</i>	<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.	<ul style="list-style-type: none">• Recognise personal strengths and weaknesses.• Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.
<i>Communication</i>	<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.	<ul style="list-style-type: none">• Communicate effectively through a range of media about issues to suit subject, audience and purpose.• Use active listening skills.• Adapt behaviour to new cultural environments.



<p><i>Cooperation and conflict resolution</i></p>	<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. 	<ul style="list-style-type: none"> • Take on different roles in group work. • Employ effective strategies for repairing damaged relationships.
<p><i>Ability to manage complexity and uncertainty</i></p>	<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. 	<ul style="list-style-type: none"> • Adapt to new situations and explore new ways of seeing local and global issues. • Explore multiple perspectives and alternative visions of the future.
<p><i>Informed and reflective action</i></p>	<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. 	<ul style="list-style-type: none"> • Identify and plan appropriate action(s) and opportunities to make own voice heard. • Challenge viewpoints which perpetuate inequality and injustice. • Reflect on learning from taking action.



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Attitudes

	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
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. 	<ul style="list-style-type: none"> • Valuing of own and others' individuality. • Openness to new ideas and perspectives which challenge own.
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. 	<ul style="list-style-type: none"> • Active concern at injustice, exploitation and denial of human rights. • Willingness to take action against injustice and inequality.



<i>Respect for people and human rights</i>	<ul style="list-style-type: none">• Staring 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.	<ul style="list-style-type: none">• Sense of solidarity with those suffering human rights violations, injustice and discrimination.• Commitment to hold duty-bearers to account for upholding equal rights for all.
<i>Value diversity</i>	<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.	<ul style="list-style-type: none">• Respect for the rights of all to have a point of view.• Willingness to challenge prejudiced and discriminatory views.• Recognition of diverse perspectives on any issue, and that the majority view is not always right.



<p><i>Concern for the environment and commitment to sustainable development</i></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. 	<ul style="list-style-type: none"> • Appreciation of interdependence between people and planet. • Concern about the effects of lifestyles and consumer choices on people and the planet.
<p><i>Commitment to participation and inclusion</i></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 everyone should be included and able to participate. 	<ul style="list-style-type: none"> • Active participation in school-based decision making. • A proactive inclusion of other people, especially those who may face barriers to participating fully. 	<ul style="list-style-type: none"> • Supporting and encouraging others to participate. • Willingness to reach agreement through compromise.
<p><i>Belief that people can bring around change</i></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. 	<ul style="list-style-type: none"> • Willingness to take an informed stand on global issues. • Belief that people can often make a greater difference when they take action collectively.