



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.



Skills Map for Diversity, Community & Global Learning

Citizenship

'Living life in all its fullness.'

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

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).	<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.
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.	<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.



Skills Map for Diversity, Community & Global Learning

Citizenship

'Living life in all its fullness.'

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.



Skills Map for Diversity, Community & Global Learning

**Citizenship
'Living life in all its fullness.'**

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.