

Progression of Knowledge and Understanding, Skills and Attitudes

Knowledge and Understanding				
	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14
Social justice and equity	- what is fair and unfair - importance of caring and sharing	- what fairness means - examples of what it can mean to be rich or poor in local and other contexts	- 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	- 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, inequality and exclusion
Identity and diversity	- uniqueness and value of every person - similarities and differences between self and others	- similarities and differences between peoples in local setting and also in wider contexts - what contributes to self-identity and belonging	- 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	- 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 inter-dependence	- immediate and local environment - single links with other places (e.g. through food)	- similarities and differences between places in various parts of the world, including own setting - links between local community and wider world	- global connections between peoples and countries (e.g. through trade and communications) - how local actions affect the wider world	- 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
Sustainable development	- living things and their needs - how to take care of immediate environment - possibility of change in the future	- 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	- people's dependencies on the environment - basics of climate change (causes and effects) - environmentally-responsible living and global inequalities in ecological footprints	- 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
	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14
Peace and conflict	- how own actions have consequences - some basic ways to avoid, manage and resolve conflict	- causes of disagreement and conflict at personal, classroom and household levels - some ways of avoiding, managing and resolving conflict	- some causes and effects 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	- wider causes and effects of conflict at all levels - importance of resolving conflict fairly - role of non-violent protest in social and political change
Human rights	basic needs for human life	- rights in class and school - the need to respect the rights of others - basic human rights and how some people have these denied	- 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)	- 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	- rules in class and school - how rules can help us	- 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	- 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	- 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 and governments in tackling injustice
Skills				
	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14
Critical and creative thinking	- ask questions - suggest a way to solve a problem - wonder about ideas	- ask relevant questions - consider merits of different viewpoints - use different approaches to solve problems	- 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	- evaluate media and other sources for bias, stereotypes and range of voices and a perspectives - analyse own and others' assumptions about people and issues - keep mind open to new ideas
Empathy	show sensitivity to people's feelings and needs	- 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	- adapt behaviour to take into account feelings of others - empathise with people in local and more distant contexts - understand impacts of prejudice and discrimination	- 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
Self-awareness and reflection	- 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)	- 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	- 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	- recognise personal strengths and weaknesses - evaluate ways in which own emotions, words and behaviour can affect people both locally and globally
Communication	- listen to others - take turns to express a view	- 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	- 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	- 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
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Cooperation and conflict resolution	- participate in group activities - take turns and share - manage disputes peacefully	- play and work cooperatively - help to ensure that everyone in own group is included - begin to show tact and diplomacy	- 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	- take on different roles in group work - employ effective strategies for repairing damaged relationships
Ability to manage complexity and uncertainty	ask for help if unsure what to do	describe feelings about changes in own life and locality	- 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	- adapt to new situations and explore new ways of seeing local and global issues - explore multiple perspectives and alternative visions of the future
Informed and reflective action	support others in group or class	- contribute actively and constructively to the life of own class and school - take action when something is unfair	- 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	- identify and plan appropriate actions and opportunities to make own voice heard - challenge viewpoints which perpetuate inequality and injustice - reflect on learning from taking action
Attitudes				
	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14
Sense of identity and self-esteem	- awareness of self and own uniqueness - sense of self-worth and worth of others	- sense of belonging and valuing of relationships with others - awareness of, and pride in, own individuality	- positivity about the ways in which one is both similar to others and uniquely different - value what contributes to own identity	- valuing of own and others' individuality - openness to new ideas and perspectives which challenge own
Commitment to social justice and equity	- sense of fair play - willingness to take turns and share	- willingness to stand up and speak up for others - fairness in dealing with others	- offence at unfair treatment of others locally and globally - sense of justice - growing interest in world events and global issues	- active concern at injustice, exploitation and denial of human rights - willingness to take action against injustice and inequity
Respect for people and human rights	starting to think of others	- respect for other people's feelings and ideas - respect for the rights of others - belief that everyone has equal rights	- readiness to think through consequences of words, actions and choices on others - belief that it is everyone's responsibility to challenge prejudice and discrimination	- 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
Value diversity	- positive attitude towards difference and diversity - willingness to listen to the ideas of others	- 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	- valuing difference - recognising the benefits of listening to a range of different perspectives and viewpoints	- 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
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Concern for the environment and commitment to sustainable development	- appreciation of, and care for, living things and own environment - sense of wonder and curiosity about the world - starting to value resources	- concern about the local environment and willingness to care for it - taking care of resources and not wasting them	- 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	- appreciation of interdependence between people and planet - concern about the effects of lifestyles and consumer choices on people and the planet
Commitment to participation and inclusion	willingness to play fairly and inclusively with others	- willingness to participate in activities both inside and outside of the classroom - belief that that everyone should be included and able to participate	- active participation in school-based decision-making - proactive inclusion of other people, especially those who may face barriers to participating fully	- supporting and encouraging others to participate - willingness to reach agreement through compromise
Belief that people can bring about change	belief that everyone can do things to improve surroundings and support others	belief that people can make a difference, both on their own and when they work together	- belief that individuals and groups can improve situations - willingness to cooperate with others to change things for the better	- willingness to take an informed stand on global issues - belief that people can often make a greater difference when they take action collectively