

Global PSHE & Citizenship Audit - Learning Outcomes

Knowledge and Understanding	Key Stage 3 Pupils should know and understand:	Source code	Key Stage 4 Pupils should know and understand:	Source code
Self awareness	<ul style="list-style-type: none"> • What makes them feel good and bad, and that how they see themselves affects self-confidence and behaviour. • How others see them. • That there are different sexual orientations as they develop a sense of sexual identity. • The stages of emotions associated with loss and change caused by death, divorce and separation, and new family members. 	(Pass) (Pass) (Pass) (Pass)	<ul style="list-style-type: none"> • About their own identity and the roles they have and want to have. • How others see them. • About their own physical, intellectual, emotional and spiritual capacities and potential, their strengths, weaknesses and principal areas for development. • The need to be adaptable. 	(Pass) (1c) (Pass)
Making the most of their abilities	<ul style="list-style-type: none"> • That the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work. • Where to access information about jobs, learning and leisure, including volunteering and 'alternative careers'. 	(1eP) (Pass)	<ul style="list-style-type: none"> • about the options open to them post-16, including employment and continuing education and training, and about their financial implications. • How further education and training can improve job prospects, job satisfaction and mobility in the labour market. • The links between the UK and the EC for work opportunities. 	(1fP) (Pass) (Pass)
Financial awareness	<ul style="list-style-type: none"> • What influences how we spend or save money. 	(1gP)	<ul style="list-style-type: none"> • How to use a range of financial tools and services, including budgeting and saving, in managing personal money. 	(1eP)
Developing a healthy lifestyle	<ul style="list-style-type: none"> • What influences health, including the media. • That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health. • How the physical and emotional changes that take place at puberty affect them, and that there is a range of physical development which is normal. 	(2bP) (2cP) (Pass)	<ul style="list-style-type: none"> • The causes, symptoms and treatments for stress and depression and know where to get help. • About the link between eating patterns and self-image, including eating disorders. • About the causes and effects of major diseases in the world and the importance of good nutrition and safe water supplies to health and the value of primary health care. 	(2cP & + Pass) (2dP) (GT)

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Rights, responsibilities and rules	<ul style="list-style-type: none"> The legal, and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. That the principle of justice entails a commitment to defending the rights of others About the many ways human rights are denied and are being claimed throughout the world, including in their own society That they have a responsibility to act in a way which acknowledges the rights of future generations. 	(1a) (GT) (LFE) (ESD)	<ul style="list-style-type: none"> About the legal, moral and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the youth, criminal and civil justice systems. About the rights and responsibilities of consumers, employers and employees. The distinction between civil and political rights (concerned with individual liberties) and social and economic rights (concerned with material and physical well-being), and that the prioritisation of these rights varies according to ideology and perspective. 	(1a) (1h) (GT)
Social justice	<ul style="list-style-type: none"> That inequality, exclusion and injustice persist within and between societies. That the basic needs and rights of a large part of the world's population go unmet. 	(ESD) (Pass)	<ul style="list-style-type: none"> Different views on the causes of poverty and its eradication, the values base and, where they exist, the interests behind these perspectives. About international efforts to reduce poverty and promote development, including the International Development Targets. About progress made and prospects for further progress. That social justice is an essential part of sustainable development. 	(Ox & EL) (DfID) (ESD)
Diversity, identities and perspectives	<ul style="list-style-type: none"> About the diversity of national, religious and ethnic identities in the UK and in the wider world and the need for mutual respect and understanding. About the various ways in which different cultures, communities and societies respond to fundamental human needs, concerns, ideas and events. How identity affects perspective. That the maintenance of diversity is necessary to the health and sustainability of natural and human systems. 	(1b) (EQ) (ESD)	<ul style="list-style-type: none"> About the origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the wider world and the need for mutual respect and understanding. The dangers of ethnocentricity. About the history and development of their own cultural traditions, and of the ways in which these both foster and constrain their own personal identity. That different communities have their own codes of behaviour but also have diversity within them. About the contribution of women to development in a range of societies. 	(1b) (EL) (EQ) (Pass)

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Prejudice, discrimination and bullying	<ul style="list-style-type: none"> About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination. The different forms of bullying, how it feels, why people do it, the school's code of practice and what is expected of individuals. 	(3aP) (Pass)	<ul style="list-style-type: none"> About the power and dynamics of prejudice. About the effects of racial and homophobic bullying and sexual harassment. Equal opportunities legislation in relation to employment and bullying in the work place. About institutional racism and models of social organisation based on the interests of a dominant group of males. 	(3aP) (Pass) (Pass) (EL)
Democracy, political systems, and power.	<ul style="list-style-type: none"> The key characteristics of parliamentary and other forms of government. About the electoral system and the importance of voting. About central and local government, the public services they offer and the opportunities to contribute. How key decisions are made and how they can be influenced locally, nationally and globally through direct or indirect participation. 	(1d) (1e) (1c) (Pass)	<ul style="list-style-type: none"> The importance of playing an active part in democratic and electoral processes. The importance of democracy being as inclusive as possible. About the work of parliament, the government, and the courts in making and shaping the law, in order to understand the role they can play. The ways in which power relationships shape people's lives, their rights, responsibilities and status. 	(1d) (EL) (1c) (EL)
Economic systems	<ul style="list-style-type: none"> About the financing of central and local government and the public services they offer. The global context within which trade, industry, government spending and consumption patterns operate. 	(1c) (ESD)	<ul style="list-style-type: none"> How the economy functions, including the role of business and financial services and how these affect their daily lives. About alternatives to the predominant economic system. 	(1e + Pass)
Technological change	<ul style="list-style-type: none"> The danger that technological change may continue to benefit some, and disadvantage many. 		<ul style="list-style-type: none"> The implications of the rapid changes in technology for social justice and sustainable development. 	
Voluntary and community organisations	<ul style="list-style-type: none"> About the work of community- based, national and international voluntary groups. 	(1f)	<ul style="list-style-type: none"> About the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally. 	(1f)

