**Art and Design/Expressive Arts**

**Curriculum Links**

Appropriate for subject teaching from 2022 for learners aged 8-14 in England, Scotland and Wales.

**England**

Primary (Y4-Y6)

‘[Students should] produce creative work, exploring their ideas and recording their experiences; evaluate and analyse creative works using the language of art, craft and design’.

Secondary

‘[Students should] produce creative work, exploring their ideas and recording their experiences; analyse and evaluate their own work, and that of others’.

**Scotland**

Primary/Secondary

(P5-S3)

‘Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.’

‘I can give and accept constructive comment on my own and others’ work.’

**Wales**

From ‘Statements of what matters’

 ‘Learners can … explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.’

Relevant lessons: Lesson 1, Chipko, Role of the Arts, WW2 Resistance, Power

**Citizenship/Social Studies/Humanities**

**England**

Secondary

‘Teaching should develop pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.’

**Scotland**

Primary (P5-7)

‘I can use evidence selectively to research current social, political or economic issues.’

‘I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives.’

‘I can describe the main features of a democracy…’

Secondary (S1-S3)

‘I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.’

‘I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.’

‘I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.’

**Wales**

From ‘Statements of what matters’

‘Experiences in this Area can help learners develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Exploration of the humanities encourages learners to be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.

This Area will encourage learners to understand the interconnected nature of economic, environmental and social sustainability; justice and authority; and the need to live in and contribute to a fair and inclusive society. Experiences in this Area will also help learners develop an awareness of their own rights, needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.

Questioning and evaluating existing responses to challenges and opportunities can encourage learners to develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others’ beliefs, values and attitudes. Experiences in this Area will also help learners to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. These experiences will also underline the need for learners to be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This can enable learners to take committed social action as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to justice, diversity and the protection of the environment. By responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

This aspect of the Area encourages learners to explore concepts, including citizenship, authority and governance, interconnectedness, justice and equality, enterprise, rights, and social action and responsibility.’

Relevant lessons:

All, Particularly in relation to democracy: Otpor, WW2 resistance, Role of the Arts

In relation to inequality and discrimination: Role of the Arts, Bristol Bus Boycott

**Drama/Expressive Arts**

**England**

‘All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.’

**Scotland**

Primary (P5-P7)

‘Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.’

Primary/Secondary (P5-S3)

‘I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.’

**Wales**

From ‘Statements of what matters’

‘Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.’

Relevant lessons: Lesson 1, Sheffield Street Trees (Mantle of the Expert), Indian Independence, Role of the Arts, WW2 Resistance, Power

**English**

**England**

Spoken Language: ‘They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.’

Reading: ‘All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.’

Writing: ‘Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.’

**Scotland**

Secondary (S1-3)

Listening and talking: ‘When I engage with others,

I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.’

‘As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.’

‘I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.’

‘When listening and talking with others for different purposes,

I can: communicate information, ideas or opinions; explain processes, concepts or ideas; and identify issues raised, summarise findings

or draw conclusions.’

Reading:

Secondary (S1-3)

‘I can make notes and organise them to develop

my thinking, help retain

and recall information, explore issues and create new texts, using my own words as appropriate.’

‘To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; and identify and discuss similarities and differences between different types of text.’

‘To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.’

Writing:

Secondary (S1-3)

‘I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.’

‘By considering the type

of text I am creating, I can independently select ideas and relevant information

for different purposes,

and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.’

‘I can persuade, argue, evaluate, explore issues

or express an opinion using

a clear line of thought, relevant supporting

detail and/or evidence.’

‘I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.’

**Wales**

From ‘Statements of what matters’

**‘**This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and genres. The rich and varied nature of these experiences can improve learners’ ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.’

‘In this Area, learners should be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships’

Relevant lessons:

All.

**Geography/Social Studies/Humanities**

**England**

Secondary

Human and physical geography

‘Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.’

‘Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems’

**Scotland**

Primary (P5-P7)

‘I can discuss the environmental impact of human activity and suggest ways in which we can live

in a more environmentally-responsible way.

I can consider the advantages and disadvantages

of a proposed land use development and discuss

the impact this may have on the community.’

Secondary (S1-3)

‘I can identify the possible consequences of an environmental issue and make informed suggestions

about ways to manage the impact’

**Wales**

From ‘Statements of what matters’

‘Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures.

Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners’ awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people’s interactions with the world.’

Relevant lessons:

Otpor, Bristol Bus Boycott, Chipko, Kenyan Green Belt, UK Right to Roam, Sheffield Street Trees, World War 2 Resistance, Contemporary, Taking Action, Evaluation

**History/Social Studies/Humanities**

**England**

‘It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.’

‘Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.’

‘Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.’

KS2: ‘a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’

KS3: ‘challenges for Britain, Europe and the wider world 1901 to the present day’

‘at least one study of a significant society or issue in world history and its interconnections with other world developments.’

**Scotland**

Primary (P5-P7)

 ‘I can use primary and secondary sources selectively to research events in the past.’

‘I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.’

Secondary (S1-3)

‘I can use my knowledge of a historical period to interpret the evidence and present an informed view.’

‘I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives.’

‘I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.’

‘Through researching, I can identify possible causes
of a past conflict and report on the impact it has had
on the lives of people at that time.’

**Wales**

‘Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present.’

‘Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people’s lives. As they explore this, learners can come to appreciate how this evolution is driven by the interplay between a range of factors, including environmental, economic, social, political and cultural processes, human actions and religious and non-religious beliefs and worldviews. It will also help them build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development.’

‘This aspect of the Area encourages learners to explore concepts, including chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.’

Relevant lessons:

All case studies: Otpor, Bristol Bus Boycott, Chipko, Kenyan Green Belt, Sheffield Street Trees, Right to Roam, Indian Independence, Role of the Arts, WW2 Resistance, WW2: How did the German People Respond to Nazism? Contemporary, Evaluation

**Maths**

**England**

‘Teachers should use every relevant subject to develop pupils’ mathematical fluency…’

‘Teachers should develop pupils’ numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work…They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.’

**Scotland**

Primary (P5-P7)

‘Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.’

‘I have carried out investigations and surveys, devising and using a variety

of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.’

**Wales**

‘Managing data and representing information effectively provide learners with the means to test hypotheses, draw conclusions and make predictions. The process of reasoning with statistics and probability, and evaluating their reliability, develops critical thinking and analytical skills that are fundamental to enabling learners to make ethical and informed decisions.’

Relevant lessons:

Sheffield Street Trees

**Music/Expressive Arts**

**England**

Primary

‘Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.’

‘Develop an understanding of the history of music.’

Secondary

‘Listen with increasing discrimination to a wide range of music from great composers and musicians.’

‘Develop a deepening understanding of the music that they perform and to which they listen, and its history.’

**Scotland**

Primary (P5-P7)

‘Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.’

‘I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give

and accept constructive comment on my own and others’ work.’

 **Wales**

‘By exploring forms and disciplines in the expressive arts, whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through … musical … means. This exploration can also progress their understanding of how the expressive arts shape ideas and feelings.’

‘They can provide opportunities for learners to explore their own cultural heritage and that of other people, places and times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.’

Relevant lessons:

Role of the Arts, Right to Roam

**Philosophy for Children / Religion, Values and Ethics (Wales)**

**England and Scotland**

All lessons have Philosophy for Children as an underpinning approach including concept exploration and suggestions for P4C enquiries

**Wales**

‘Learning how various worldviews and factors can influence their own and others’ perceptions and interpretations will encourage learners to develop an appreciation of how contexts influence the constructions of narratives and representations. By exploring how and why interpretations may differ and by critical understanding of a range of interpretations and representations derived from a variety of evidence, they will be better placed to evaluate their validity.

This aspect of the Area will encourage the exploration of concepts, including seeking meaning, making judgements, ultimate and philosophical questions, representations, perspectives, interpretations, significance and validity.’

Relevant lessons:

All, Philosophy for Children Guidance

**Religious Education/Religion, Values and Ethics**

**England**

(from REC ‘A Curriculum Framework for Religious Education in England, 2013)

Primary

‘Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth…’

‘Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.’

‘Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.’

Secondary

‘Observe and interpret a wide range of ways in which commitment and identity are expressed…’

‘Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples …’

 **Scotland**

Primary (P5-P7)

‘Through investigating and reflecting upon how

followers of world religions put their beliefs into action,

I can reflect upon the consequences of putting my own beliefs into action.’

‘Through investigating and reflecting upon the responses of world religions to issues of morality,
I can discuss ways in which to create a more just, equal, compassionate and tolerant society.’

‘I can demonstrate my developing understanding
of moral values through participating in events and projects which make a positive difference to others.’

‘I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.’

Secondary (S1-3)

‘Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society’

‘I can apply philosophical enquiry to explore questions or ethical issues.’

**Wales**

‘Awareness of self in relation to others …learners can…reflect upon their own beliefs, values and actions, and express and justify their own feelings and opinions…develop a voice and listen with respect to the voices of others…explore how religious and non-religious beliefs and practices impact on the lives of individuals, the local community and wider society’

‘Connections to the wider and the natural world…learners can…experience the natural world, value the environment and work toward sustainable futures for all’

‘Use their knowledge and understanding of both institutional and personal religious and non-religious belies and practices to think critical about their own values and about how they might make important social and personal decisions’

‘Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history, so that they can make sense of their place in the world, imagine possible futures and create responsible solutions that take in to account the diverse needs and rights of all people.’

‘Develop secure values and establish their ethical beliefs and spirituality through the exploration of religion and non-religious philosophical convictions on a range of issues, which can in turn enable them to form positive relationships based upon trust and mutual respect.’

‘When considering RVE concepts within their curriculum, schools and settings should: provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action’

Relevant lessons:

Lesson 1, Lesson 2, WW2 Resistance, WW2 How did the German People Respond to Nazism? Power, Indian Independence, Chipko, Sheffield Street Trees, Power, Bristol Bus Boycott, Kenyan Green Belt, Role of the Arts, Right to Roam, Contemporary, Taking Action, Evaluation

**RSHE/Personal and Social Education/Health and Well-Being**

**England**

Primary

Relationships Education:

‘Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.’

‘What a stereotype is, and how stereotypes can be unfair, negative or destructive.’

Physical health and mental wellbeing:

‘It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.’

‘Pupils should know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings;

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.’

Secondary

‘As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility,

kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.’

‘How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).’

**Scotland**

‘I recognise that power can exist within relationships and can be used positively

as well as negatively.’

**Wales**

‘Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.’

‘Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.’

‘Can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, values, behaviours and health and well-being, and often do so without our being aware of it.’

Relevant lessons:

Lesson 1, Lesson 2, Bristol Bus Boycott, Chipko, Indian Independence, Green Kenyan Green Belt, Otpor, Role of the Arts, Sheffield Street Trees, Right to Roam, WW2 Resistance, WW2 How did the German People Respond to Nazism? Power, Taking Action, Evaluation

**Science**

**England**

Primary

‘Living things and their habitats: Pupils should study and raise questions about their local environment throughout the year.’

Secondary Biology

‘Photosynthesis: the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere.’

‘The adaptations of leaves for photosynthesis.’

‘Relationships in an ecosystem:

the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops… how organisms affect, and are affected by, their environment, including the

accumulation of toxic materials.’

**Scotland**

Primary (P5-P7)

‘Expresses informed views about scientific and environmental issues based on evidence.’

‘Through carrying out practical activities and investigations,
I can show how plants have benefited society.’

Secondary

I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth.’

**Wales**

‘By recognising the diversity of living things and how they interact with their environment, learners can develop an understanding of how these have evolved over significant periods of time. All living things require specific conditions and resources to survive and they may have to compete with other organisms to do so. Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life.’

‘I can describe the interdependence of organisms in ecosystems and explain how this affects their chances of survival.’

Relevant lessons:

Sheffield Street Trees, Chipko, Kenyan Green Belt

**SMSC England**

Spiritual

‘Ability to be reflective about their own beliefs (religious or othwerwise) and perspective on life

Knowledge of, and respect for, different people’s faiths, feelings and values.

Sense of enjoyment and fascination in learning about themselves, others and the world around them.

Use of imagination and creativity in their learning.

Willingness to reflect on their experiences.’

Moral

‘Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England’

‘Understanding of the consequences of their behaviour and actions

Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.’

Social development:

Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.’

Cultural Development

‘Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.’

Relevant Lessons: All

**Learning for Sustainability Scotland**

‘Learning for sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.’

Relevant Lessons: All

**Four Purposes Curriculum for Wales**

‘Ethical, informed citizens who: find, evaluate and use evidence in forming views engage with contemporary issues based upon their knowledge and values; understand and exercise their human and democratic responsibilities and rights; understand and consider the impact of their actions when making choices and acting; are knowledgeable about their culture, community, society and the world, now and in the past respect the needs and rights of others, as a member of a diverse society; show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.’

Relevant Lessons: All