

## Global Skills Map

Skills Map for Diversity, Community & Global Learning				
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"> <li>• what is fair and unfair</li> <li>• importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• what fairness means</li> <li>• examples of what it can mean to be rich or poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>• how fairness may not always mean equal treatment</li> <li>• some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> </ul>	<ul style="list-style-type: none"> <li>• ways of defining and measuring poverty (relative and absolute) and inequality</li> <li>• inequalities within and between societies and how these change</li> <li>• wider causes and effects of poverty, inequality and exclusion</li> </ul>
Identity and diversity	<ul style="list-style-type: none"> <li>• similarities and differences between self and others</li> <li>• uniqueness and value of every person</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• what contributes to self-identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• diversity of cultures and societies within and beyond own experience</li> <li>• contributions of different cultures to our lives</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> </ul>	<ul style="list-style-type: none"> <li>• benefits and challenges of diversity</li> <li>• impacts of stereotyping, prejudice and discrimination and how to challenge these</li> <li>• importance of language, beliefs and values in cultural identities</li> </ul>
Sustainable development	<ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of the immediate environment</li> <li>• possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• people's dependencies on the environment</li> <li>• basics of climate change (causes and effects)</li> <li>• environmentally - responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>• differing views about development and quality of life and their measurement</li> <li>• UN Sustainable Development Goals and progress against them</li> <li>• importance of biodiversity</li> <li>• wider causes and implications of climate change</li> </ul>

Knowledge and Understanding				
	Foundation stage	Key stage one	Lower key stage two	Upper key stage two
Peace and conflict	<ul style="list-style-type: none"> <li>• how own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• causes of disagreement and conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• some causes and effects of conflict at all levels from personal to global</li> <li>• strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions</li> <li>• examples of conflicts past and present in own society and others</li> </ul>	<ul style="list-style-type: none"> <li>• wider causes and effects of conflict at all levels</li> <li>• importance of resolving conflict fairly</li> <li>• role of non-violent protest in social and political change</li> </ul>
Human rights	<ul style="list-style-type: none"> <li>• basic needs for human life</li> </ul>	<ul style="list-style-type: none"> <li>• rights in class and school</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>• UN Convention on the Rights of the Child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• importance of citizens, societies and governments respecting and defending people’s human rights</li> <li>• current and historical human rights issues and movements in own country and elsewhere</li> </ul>
Power and governance	<ul style="list-style-type: none"> <li>• rules in class and school</li> <li>• how rules can help us</li> </ul>	<ul style="list-style-type: none"> <li>• how to take part in making and changing rules in own class / school</li> <li>• uneven sharing of power and how some people are excluded from decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>• basics of how our own country and region is governed</li> </ul>	<ul style="list-style-type: none"> <li>• basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries</li> <li>• how a lack of power and representation can result in discrimination and exclusion</li> <li>• the power of collective action and role of social movements</li> </ul>

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Skills Map for Diversity, Community & Global Learning				
Skills				
	Foundation stage	Key stage one	Lower key stage two	Upper key stage two
Critical and creative thinking	<ul style="list-style-type: none"> <li>• ask questions</li> <li>• suggest a way to solve a problem</li> <li>• wonder about ideas</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• consider merits of different viewpoints</li> <li>• use different approaches to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify bias and opinion</li> <li>• give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>• imagine alternative possibilities and suggest new ideas to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate media and other sources for bias, stereotypes and range of voices and perspectives</li> <li>• analyse own and others' assumptions about people and issues keep mind open to new ideas</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• show sensitivity to people's feelings and needs</li> </ul>	<ul style="list-style-type: none"> <li>• show awareness of, and concern for people's feelings</li> <li>• show interest in, and concern for others outside immediate circle and in contexts different to own</li> </ul>	<ul style="list-style-type: none"> <li>• adapt behaviour to take into account feelings of others</li> <li>• empathise with people in local and more distant contexts</li> <li>• understand impacts of prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• discern how people are feeling through their words, body language, gestures and tone</li> <li>• recognise how different backgrounds, beliefs and personalities affect behaviour and world views</li> </ul>

Self-awareness and reflection	<ul style="list-style-type: none"> <li>• recognise, name and deal with feelings in a positive way</li> <li>• notice some effects of own actions on others</li> <li>• identify how people are feeling (e.g. happy, sad, worried)</li> </ul>	<ul style="list-style-type: none"> <li>• recognise effects of own behaviour on others and use this to help make choices</li> <li>• identify matters that are important to self and others</li> <li>• learn from mistakes and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>• identify connections between personal decisions and issues affecting people locally and globally</li> <li>• explore reasons for negative feelings towards others and in new or difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• recognise personal strengths and weaknesses</li> <li>• evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul>
Skills				
Communication	<ul style="list-style-type: none"> <li>• listen to others</li> <li>• take turns to express a view</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions about issues that affect self, others and the wider world</li> <li>• state opinions and start to give reasons for these</li> <li>• listen carefully to others</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively, question and respond to others</li> <li>• express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>• give reasons, evidence and examples in support of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• communicate effectively through a range of media about issues to suit subject, audience and purpose</li> <li>• use active listening skills adapt behaviour to new cultural environments</li> </ul>
Co-operation and conflict resolution	<ul style="list-style-type: none"> <li>• participate in group activities</li> <li>• take turns and share</li> <li>• manage disputes peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• play and work cooperatively</li> <li>• help to ensure that everyone in own group is included</li> <li>• begin to show tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>• work cooperatively to solve problems or achieve goals</li> <li>• use strategies to manage anger, frustration and aggressive feelings</li> <li>• use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• take on different roles in group work</li> <li>• employ effective strategies for repairing damaged relationships</li> </ul>
Ability to manage	<ul style="list-style-type: none"> <li>• ask for help if unsure what to do</li> </ul>	<ul style="list-style-type: none"> <li>• describe feelings about changes in own life and locality</li> </ul>	<ul style="list-style-type: none"> <li>• describe feelings about changes and events in own setting and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• adapt to new situations and explore new ways of seeing local and global issues</li> </ul>

complexity and uncertainty			<ul style="list-style-type: none"> <li>• use strategies to cope with challenging times</li> <li>• recognise when there may be no single right or wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>• explore multiple perspectives and alternative visions of the future</li> </ul>
Informed and reflective action	<ul style="list-style-type: none"> <li>• support others in group or class</li> </ul>	<ul style="list-style-type: none"> <li>• contribute actively and constructively to the life of own class and school</li> <li>• take action when something is unfair</li> </ul>	<ul style="list-style-type: none"> <li>• participate in decision making in school</li> <li>• contribute to the well-being of the wider community</li> <li>• share opinions and evidence on issues with others including decision makers and elected representatives</li> </ul>	<ul style="list-style-type: none"> <li>• identify and plan appropriate action(s) and opportunities to make own voice heard</li> <li>• challenge viewpoints which perpetuate inequality and injustice</li> <li>• reflect on learning from taking action</li> </ul>

Skills Map for Diversity, Community & Global Learning				
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"> <li>• awareness of self and own uniqueness</li> <li>• sense of self-worth and worth of others</li> </ul>	<ul style="list-style-type: none"> <li>• sense of belonging and valuing of relationships with others</li> <li>• awareness of, and pride in, own individuality</li> </ul>	<ul style="list-style-type: none"> <li>• positivity about the ways in which one is both similar to others and uniquely different</li> <li>• value what contributes to own identity</li> </ul>	<ul style="list-style-type: none"> <li>• valuing of own and others' individuality</li> <li>• openness to new ideas and perspectives which challenge own</li> </ul>
Commitment to social justice and equity	<ul style="list-style-type: none"> <li>• sense of fair play</li> <li>• willingness to take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to stand up and speak up for others</li> <li>• fairness in dealings with others</li> </ul>	<ul style="list-style-type: none"> <li>• offence at unfair treatment of others locally and globally</li> <li>• sense of justice growing interest in world events and global issues</li> </ul>	<ul style="list-style-type: none"> <li>• active concern at injustice, exploitation and denial of human rights</li> <li>• willingness to take action against injustice and inequity</li> </ul>

Respect for people and human rights	<ul style="list-style-type: none"> <li>• starting to think of others</li> </ul>	<ul style="list-style-type: none"> <li>• respect for other people's feelings and ideas</li> <li>• respect for the rights of others</li> <li>• belief that everyone has equal rights</li> </ul>	<ul style="list-style-type: none"> <li>• readiness to think through consequences of words, actions and choices on others</li> <li>• belief that it is everyone's responsibility to challenge prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• sense of solidarity with those suffering human rights violations, injustice and discrimination</li> <li>• commitment to hold duty-bearers to account for upholding equal rights for all</li> </ul>
Value diversity	<ul style="list-style-type: none"> <li>• positive attitude towards difference and diversity</li> <li>• willingness to listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• valuing others as equal and different</li> <li>• willingness to listen respectfully to the ideas and views of others even when one disagrees</li> <li>• willingness to learn from the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>• valuing difference</li> <li>• recognising the benefits of listening to a range of different perspectives and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• respect for the rights of all to have a point of view</li> <li>• willingness to challenge prejudiced and discriminatory views</li> <li>• recognition of diverse perspectives on any issue, and that the majority view is not always right</li> </ul>
<b>Attitudes</b>				
	Foundation stage	Key stage one	Lower key stage two	Upper key stage two
Concern for the environment and commitment to sustainable development	<ul style="list-style-type: none"> <li>• appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value resources</li> </ul>	<ul style="list-style-type: none"> <li>• concern about the local environment and willingness to care for it</li> <li>• taking care of resources and not wasting them</li> </ul>	<ul style="list-style-type: none"> <li>• sense of responsibility for the environment and the use of resources</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of interdependence between people and planet</li> <li>• concern about the effects of lifestyles and consumer choices on people and the planet</li> </ul>

Commitment to participation and inclusion	<ul style="list-style-type: none"> <li>willingness to play fairly and inclusively with others</li> </ul>	<ul style="list-style-type: none"> <li>willingness to participate in activities both inside and outside of the classroom</li> <li>belief that everyone should be included and able to participate</li> </ul>	<ul style="list-style-type: none"> <li>active participation in school-based decision making</li> <li>proactive inclusion of other people, especially those who may face barriers to participating fully</li> </ul>	<ul style="list-style-type: none"> <li>supporting and encouraging others to participate</li> <li>willingness to reach agreement through compromise</li> </ul>
Belief that people can bring about change	<ul style="list-style-type: none"> <li>belief that everyone can do things to improve surroundings and support others</li> </ul>	<ul style="list-style-type: none"> <li>belief that people can make a difference, both on their own and when they work together</li> </ul>	<ul style="list-style-type: none"> <li>belief that individuals and groups can improve situations</li> <li>willingness to cooperate with others to change things for the better</li> </ul>	<ul style="list-style-type: none"> <li>willingness to take an informed stand on global issues</li> <li>belief that people can often make a greater difference when they take action collectively</li> </ul>