



## Global Citizenship & Social Responsibility

**Global citizenship** - A global citizen is **someone who is aware of and understands the wider world** – and their place in it. Global citizenship is all about encouraging our children to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference.

**Social Responsibility** - showing concern for the consequences of a person's or institution's acts as they affect interests of other people and the environment. To responsibly be sure that what we have today will be here in the future. Social responsibility also involves:

- Advocating citizenship and volunteerism to take good care of people and the earth
- Recognising local and global interdependence
- Advocating environmental sustainability
- Engaging in and promoting rational discussion

Identity &  
Diversity



Social Justice,  
Equity and  
Human Rights



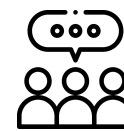
Power and  
governance



Peace & Conflict



Globalisation and  
interdependence



Sustainable  
development



## Identity & Diversity

Identity: Human beings have the same basic needs but many different ways of meeting them. Differences in gender, culture, class, nationality, religion, ethnicity, language and status may all be significant in explaining these variations and in shaping identity. To thrive in such a diverse and fast-changing world, children need to feel confident in their own identity; but they should also be open to engaging positively with other identities and cultures, and able to recognise and challenge stereotypes.

## Peace and Conflict

In all communities – from the school to the international level – there are conflicts of interest and disagreements. As a result there is a continual need to develop rules, laws, customs and systems that all people accept as reasonable and fair. Issues of peace and conflict are thus inevitably bound up with questions of social justice.

## Power and Governance

Our world is reliant on knowing our roles and responsibilities within a system. It is important for our pupils to know the importance of multiple voices in the success of a system but also that this needs to be built on equality. We must provide the requisite skills to challenge inequalities within a system. Exploring societies from the past and those currently can inform the future.

## Social Justice, Equity & Human Rights

Central to global citizenship is the idea that all human beings belong to a single human race, share a common humanity and are of equal worth. Therefore, they should all have the same basic rights and be treated accordingly. Yet beliefs about the superiority of different groups, and the marginalisation of others, continue to be expressed through words, behaviour and systems.

## Sustainable Development

How we share and use the earth's resources affects the health of the planet and of everyone with whom we share it – now and in the future. There are many different interpretations of sustainable development, but at its heart lies a recognition that our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all.



## Globalisation and interdependence




We live in an interconnected world in which decisions taken in one place can affect people living on the other side of the planet. However, the idea of community goes further, recognising that even the wealthiest countries rely heavily on other countries' riches – from physical commodities such as foodstuffs and minerals to knowledge and culture.





## Global Citizenship - Progression Map

### Knowledge & understanding

	EYFS	KS1	KS2	Taking it further...
 <p><b>Identity and Diversity</b></p>	<ul style="list-style-type: none"> <li>• Similarities between self &amp; 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</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 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>
 <p><b>Social Justice &amp; Equity</b></p>	<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 and poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>• How fairness means 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</li> <li>• Inequalities within and between societies and how these change</li> <li>• Wider causes and effects of poverty, inequality and exclusion</li> </ul>

 <p><b>Human rights</b></p>	<ul style="list-style-type: none"> <li>• Basic needs for human life (food, water, air &amp; shelter)</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>
 <p><b>Power and governance</b></p>	<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 managing and changing rules in own class/school</li> <li>• and even sharing of power and has 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 lack of power and representation can result in discrimination and exclusion</li> <li>• the power of collective action and role of social movements and government in tackling injustice</li> </ul>
 <p><b>Peace and Conflict</b></p>	<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</li> </ul>	<ul style="list-style-type: none"> <li>• 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>

			<p>solutions</p> <ul style="list-style-type: none"> <li>• examples of conflicts past and present in own society and others</li> </ul>	
 <p><b>Globalisation and interdependence</b></p>	<ul style="list-style-type: none"> <li>• immediate and local environment</li> <li>• simple links with other places (e.g. through learning about food)</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between places in various parts of the world, including own setting</li> <li>• links between local community and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• global connections between peoples and countries (e.g. through trade and communications)</li> <li>• how local actions affect the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• connections and interdependencies between global and local issues</li> <li>• changing global forces and effects on people's lives</li> <li>• impacts of decisions made at local, national or global levels on people and the environment across national boundaries</li> </ul>
 <p><b>Sustainable development</b></p>	<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 effect)</li> <li>• environmentally-responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>• UN sustainable Development Goals</li> <li>• importance of biodiversity</li> <li>• wider causes and implications of climate change</li> </ul>

Skills				
	EYFS	KS1	LKS2	UKS2
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 the 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>empathize 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 personality affect behaviour and worldviews</li> </ul>
Self-awareness and reflection	<ul style="list-style-type: none"> <li>deal with feelings in a positive way</li> <li>notice some effects of own actions on others</li> <li>identify how people are feeling for example 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 others and self</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 a 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>

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 for 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>
Cooperation 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>plan 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 other 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 complexity and uncertainty	<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 home 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> <li>use strategies to cope with challenging time</li> <li>recognise when there may be no single right or wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>adapt to new situations and explore new ways of seeing local and global issues</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>Participate in decision-making in school</li> </ul>	<ul style="list-style-type: none"> <li>Identify and plan appropriate actions and opportunities to</li> </ul>



		<p>school</p> <ul style="list-style-type: none"><li>• take appropriate action when something is unfair</li></ul>	<ul style="list-style-type: none"><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>	<p>make own voice heard</p> <ul style="list-style-type: none"><li>• challenge viewpoints which perpetuate inequality and Injustice</li><li>• reflect on learning from taking action</li></ul>
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Attitudes				
	EYFS	KS1	LKS2	UKS2
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 a 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>• play willingness to take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to stand up and speak 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>• Disapproval and concern for injustice, exploitation and denial of Human Rights</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 understanding and empathy for those suffering human rights violations, injustice and discrimination</li> <li>• commitment 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 willingness</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 prejudice and discriminatory views</li> </ul>

		to learn from the experiences of others		<ul style="list-style-type: none"> <li>recognition of diverse perspectives on any issue, and that the majority view is not always right</li> </ul>
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 take care of it</li> <li>it taking care of resources and not wasting them</li> </ul>	<ul style="list-style-type: none"> <li>thanks have 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 classroom</li> <li>believe that everyone should be included 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 to compromise</li> </ul>
Belief that people can bring around to change	<ul style="list-style-type: none"> <li>believe 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>believe 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>belief that people can often make a greater difference when they take appropriate action collectively</li> </ul>

Sources of reference:

Oxfam - Global Citizenship in the classroom

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**Community Excellence Positivity Respect Ambition**