

Stonebridge's Curriculum Intent 2021-2022

Our curriculum is centred around 17 Goals to Transform Our World

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. In 2016, the Paris Agreement on climate change entered into force, addressing the need to limit the rise of global temperatures.



SUSTAINABLE DEVELOPMENT GOALS



At Stonebridge we share the view that the fundamental goal of a world class education is to ensure pupils make a meaningful contribution within their community and beyond. For this reason, our curriculum links to Oxfam's global citizenship and the United Nations sustainable development goals. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

We have selected five core global learning themes to underpin our curriculum and each theme is broken down into knowledge and understanding, skills and attitudes



The key elements for developing active and responsible global citizenship to transform our world are identified below as:

- Knowledge and understanding
- Skills
- Attitudes

The following pages show progression of each of these key elements across the school.

| Knowledge and understanding | Skills | Attitudes |
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| 1. Quality Education (4) | <p>Communication</p> <p>Critical and creative thinking</p> | <p>Commitment to participation and inclusion</p> <p>Ability to manage complexity and uncertainty</p> |
| 2. Good Health and Well-Being (3) | <p>Self-awareness and reflection</p> <p>Informed and reflective action</p> | <p>Sense of identity and self esteem</p> <p>#Be Proud</p> |
| 3. No Poverty (1) | <p>Empathy</p> | <p>Respect for people and human rights</p> <p>Commitment to social justice and equity</p> |
| 4. Reduced Inequalities (10) | <p>Cooperation and conflict resolution</p> | <p>Belief that people can bring about change</p> <p>Value diversity</p> |
| 5. Climate Action (13) | <p>Informed and reflective action</p> <p>Ability to manage complexity and uncertainty</p> | <p>Concern for the environment an commitment to sustainable development</p> |

| Child centred | | Wider Community | | | | Worldwide | | |
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| | Foundation stage | | Key stage one | | Lower key stage two | | Upper key stage two | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1. Quality Education (4) | Rules in class and school | Rules in class and school | How to take part in making and changing rules in own class / school | Add new rules/adjust if need be | The need for rules in own school and wider society and how people can take part in making and changing them | Importance of equal education for all e.g. Malala | Basic national, regional (e.g. EU) and global governance structures and systems (U.N, NATO,) and differences between countries. | How a lack of power and representation can result in discrimination and exclusion |
| Knowledge and Understanding | How rules can help us | How rules can help us Equality of education for each child Good attitude to learning | Uneven sharing of power and how some people are excluded from decision making | Valuing what they have in terms of education e.g. comparing to other countries Being fair, opportunities for all and equal access to the curriculum Empowerment for 'voice' | Basics of how own country and region is governed. Uneven sharing of power and how some people are excluded from decision-making | Knowledge of places where education is not equal for all. | How a lack of power and representation can result in discrimination and exclusion The power of collective action and role of social movements. | Debate global governance of other schools abroad Evaluate the role and power of collective action and social movements. |

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| <p>Skills</p> <p><i>(Communication Critical and creative thinking)</i></p> | <p>Ask questions</p> <p>Suggest a way to solve a problem wonder about ideas</p> | <p>Share resources</p> <p>Take turns</p> <p>Share views and opinions</p> | <p>Ask relevant questions</p> <p>Consider merits of different viewpoints</p> <p>Use different approaches to solve problems</p> | <p>Having respect and tolerance for different viewpoints and beliefs</p> <p>Debate personal opinion and viewpoints</p> <p>If one approach doesn't work, change needs to happen</p> | <p>Begin to identify bias and opinion in everyday life.</p> <p>Give evidence for an argument, assess different viewpoints and present counterarguments</p> <p>Imagine alternative possibilities and suggest</p> | <p>Continue to consolidate skills in being able to identify bias and opinion in everyday life and begin to look at examples in the media</p> <p>Give more than one example of evidence for an argument, assess different viewpoints and present counterarguments with confidence and conviction</p> | <p>Consolidate skills in identifying bias in the media. Begin to evaluate media and other sources for bias, stereotypes and range of voices and perspectives</p> <p>Discuss own and others' assumptions about people and issues</p> | <p>Confidently evaluate media and other sources for bias, stereotypes and range of voices and perspectives</p> <p>Analyse own and others' assumptions about people and issues</p> |
| <p>Attitude</p> <p><i>(Commitment to participation and inclusion)</i></p> <p><i>(Ability to manage complexity and uncertainty)</i></p> | <p>Willingness to play fairly and inclusively with others</p> | <p>Willingness to play fairly and inclusively with others</p> <p>Know that school is important</p> <p>Be ready to learn</p> <p>Good attendance and punctuality</p> | <p>Willingness to participate in activities both inside and outside of the classroom</p> <p>Belief that that everyone should be included and able to participate</p> | <p>Willingness to participate in activities both inside and outside of the classroom and changes they want to see in the classroom</p> <p>Fairness, equal opportunities for all</p> | <p>Active participation in school-based decision making</p> <p>Proactive inclusion of other people, especially those who may face barriers to participating fully</p> | <p>Reflection and Self-assessment</p> | <p>Supporting and encouraging others to participate</p> <p>Willingness to reach agreement through compromise</p> | <p>Willingness to reach agreement through compromise through conflict resolution and be solution driven thinkers</p> |

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| 2. Good Health and Well-Being (3) | Basic needs for human life | Able to handle self-care e.g. toilet, wash hands, dress | Sense of belonging and valuing of relationships with others | Respect for all in class | Positivity about the ways in which one is both similar to others and uniquely different | Value what contributes to own identity (including disabilities) - Mindfulness- meditation, colouring, Zumba, yoga | Valuing of own and others' individuality | Valuing of own and others' individuality |
| Knowledge and Understanding | Awareness of self and own uniqueness Sense of self-worth and worth of others | Awareness that others are different and do things differently Why we need to eat fruit, veg and exercise | Awareness of, and pride in, own individuality Mindfulness-Zumba | Value strengths and understand that each child has different strengths What humans need to survive e.g. science link Sense of belonging, extended family, countries e.g. all around the world book Awareness of and pride; wants and needs; different types of relationships Mindfulness: yoga | -Mindfulness colouring, Zumba, yoga | | Being open to new ideas and perspectives which challenge your own. Mental health awareness: What is mental health? Why does what mentally healthy looks like worldwide differ? | Being respectful and open to new ideas and perspective. Mental health awareness: What is anxiety? What is stress? What is depression? |

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| <p>Skills</p> <p><i>(Self-awareness and reflection)</i></p> <p><i>Informed and reflective action)</i></p> | <p>Recognise, name and deal with feelings in a positive way</p> <p>Notice some effects of own actions on others</p> <p>Identify how people are feeling (e.g. happy, sad, worried)</p> <p>Self-care e.g. wearing an apron, wash hands</p> | <p>To be able to articulate and share their thoughts and explain why</p> <p>Show respect and know that own actions affect others</p> <p>Talk about and infer own and others' feelings</p> <p>Infer feelings of others, recognise facial expressions</p> | <p>Recognise effects of own behaviour on others and use this to help make choices</p> <p>Identify matters that are important to self and others</p> <p>Learn from mistakes and use feedback</p> | <p>Show right attitude for behaviour and learning</p> <p>Understand and explain personal emotions</p> <p>Recognise and resolve conflicts</p> | <p>Identify connections between personal decisions and issues affecting people locally and globally</p> <p>Explore reasons for negative feelings towards others and in new or difficult situations</p> | <p>Explore reasons for negative feelings towards others and in new or difficult situations</p> <p>Show empathy towards others emotions</p> | <p>Recognise personal strengths and weaknesses</p> <p>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</p> <p>people both locally and globally</p> <p>-How to manage changes you may be going through</p> | <p>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</p> <p>globally collective responsibility</p> <p>Mental health awareness: how to manage stress and anxiety with focus on: exams, transitions to high school</p> |
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| <p>Attitude</p> <p><i>(Sense of identity and self esteem</i></p> <p><i>#Be Proud)</i></p> | <p>Awareness of self and own uniqueness</p> <p>Sense of self worth and worth of others</p> | <p>Be proud of own achievement</p> <p>Handle changes in routine and new situations</p> | <p>Sense of belonging and valuing of relationships with others</p> <p>Awareness of, and pride in, own individuality</p> | <p>Understanding of where you are from and pride of own individuality</p> <p>Speak about self in positive terms</p> <p>Try your best and take pride in all their work</p> | <p>Positivity about the ways in which one is both similar to others and uniquely different</p> <p>Value what contributes to own identity</p> | <p>Understanding your place in society</p> <p>Knowing yourself and identity</p> <p>Body image and building confidence</p> | <p>Valuing of own and others' individuality</p> <p>Openness to new ideas and perspectives which challenge own</p> | <p>Knowing yourself well enough to cope in high school and accept the people you meet</p> <p>Respectfully challenge others' opinions</p> |
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| <p>3. No Poverty (1)</p> | <p>Basic needs for human life</p> | <p>Importance of caring and sharing</p> | <p>Basic human rights and how some people have these denied</p> | <p>What fairness means examples of what it can mean to be rich and poor in local and other context</p> | <p>UN convention on the Rights of the Child</p> <p>Reasons why some people have their rights denied</p> <p>Those responsible for rights being met (e.g. teachers, local and national government</p> | <p>How fairness may not always mean equal treatment</p> <p>Some cause and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p> | <p>Universal Declaration of Human Rights</p> <p>Importance of citizens, societies and governments respecting and defending people's human rights</p> <p>Current and historical human rights issues and movements in own country and elsewhere</p> | <p>Ways of defining and measuring poverty (relative and absolute) and inequality</p> <p>Inequalities within and between societies and how these change wider cause and effects of poverty, inequity and exclusion</p> |
| <p>Knowledge and Understanding</p> | | | | | | | | |
| <p>Skills <i>(Empathy)</i></p> | <p>Show sensitivity to people's feelings and needs</p> | <p>Help others when they need</p> <p>Be able to talk about how others may feel</p> | <p>Show awareness of, and concern for, people's feelings</p> <p>Manage feelings</p> <p>Show</p> | <p>Awareness of own and others feelings- show emotional intelligence</p> | <p>Adapt behaviour to take into account feelings of others</p> <p>Empathise with people in local and familiar contexts.</p> | <p>Empathise with people in distant contexts</p> <p>Adapt behaviour to take into account feelings of others using empathic approach</p> | <p>Discern how people are feeling through their words, body language, gestures and tone</p> <p>Recognise how different backgrounds,</p> | <p>Discern how people are feeling through their words, body language, gestures and tone and adapt behaviour accordingly independently</p> <p>Recognise how different</p> |

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| | | | interest in, and concern for, others outside immediate circle and in contexts different to own | | Understand impacts of prejudice and discrimination | Understand impacts of prejudice and discrimination | beliefs and personalities affect behaviour and world views | backgrounds, beliefs and personalities affect behaviour and world views |
| Attitude <i>(Respect for people and human rights</i> <i>Commitment to social justice and equity)</i> | Starting to think of others | Sense of fair play | Willingness to stand up and speak up for others Fairness in dealings with others | Respect for other people's feelings and ideas Respect for the rights of others Belief that everyone has equal rights | Offence at unfair treatment of others locally and globally Sense of justice Growing interest in world events and global issues | Readiness to think through consequences of words, actions and choices on others Belief that it is everyone's responsibility to challenge prejudice and discrimination | Active concern at injustice, exploitation and denial of human rights Willingness to take action against injustice and inequality | 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 |

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| <p>4. Reduced Inequalities (10)</p> | <p>Uniqueness and value of every person</p> | <p>Show respect for adults and children</p> | <p>Consolidate that jobs should be determined by choice, not gender</p> | <p>Compare and Respect differences between themselves and others</p> | <p>Be able to describe the nature of prejudice, racism and sexism and talk about examples</p> | <p>Be able to explain the nature of prejudice, racism and sexism and suggest ways to combat these</p> | <p>Be able to identify the benefits and challenges of diversity in a modern society (Key Question: WHAT IS DIVERSITY?)</p> | <p>Current impacts of stereotyping, prejudice and discrimination and how people are challenging these worldwide.</p> |
| <p>Knowledge and Understanding</p> | <p>Similarities and differences between self and others</p> <p>Know that girls and boys can choose whatever they want to play with</p> | <p>Know that girls and boys can choose whatever they want to play with and challenge stereotype in roles at home, male and female role models</p> | <p>What contributes to self-identity and belonging? What makes you, you?</p> <p>Addressing stereotypes in jobs.</p> <p>Similarities and differences between people in local setting and also in wider contexts (houses, language, ages, etc.)</p> | <p>What contributes to their sense of belonging to Britain (British values?)?</p> | <p>Discuss diversity of cultures in the local setting and societies within and beyond own experience</p> <p>What are the contributions of different cultures to our lives?</p> | <p>What is social class? What is social mobility?</p> <p>What it looks like in other countries for people in different classes. Look through historical examples</p> <p>Begin to look at how can culture impact on inequality e.g. girls not at school in some in some countries</p> | <p>Historical, local and national impacts of stereotyping, prejudice and discrimination and how you/others can/have challenge(d) these</p> <p>To be able to explain what social class is and identify factors behind social mobility</p> <p>To analyse and evaluate the importance of language, beliefs and values in cultural identities now and what it may be in the future.</p> <p>Continue to look at how can culture</p> | <p>To analyse and evaluate the importance of language, beliefs and values in cultural identities now and what it may be in the future</p> |

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| <p>Skills</p> <p><i>(Cooperation and conflict resolution)</i></p> | <p>Show sensitivity to people's feelings and needs</p> | <p>Help others when they need</p> <p>Be able to talk about how others may feel</p> | <p>Show awareness of, and concern for, people's feelings</p> <p>Manage feelings</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own</p> | <p>Awareness of own and others feelings- show emotional intelligence</p> | <p>Adapt behaviour to take into account feelings of others</p> <p>Empathise with people in local and familiar contexts.</p> <p>Understand impacts of prejudice and discrimination</p> | <p>Empathise with people in distant contexts</p> <p>Adapt behaviour to take into account feelings of others using empathic approach</p> <p>Understand impacts of prejudice and discrimination</p> | <p>Discern how people are feeling through their words, body language, gestures and tone</p> <p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</p> | <p>Discern how people are feeling through their words, body language, gestures and tone and adapt behaviour accordingly independently</p> <p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</p> |
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| <p>Attitude</p> <p><i>(Belief that people can bring about change)</i></p> <p><i>(Value diversity)</i></p> | <p>Starting to think of others</p> <p>Positive attitude towards difference and diversity</p> <p>Willingness to listen to the ideas of others</p> | <p>Know that everyone is different</p> <p>Growing positive attitude towards difference and diversity</p> | <p>Respect for other people's feelings and ideas</p> <p>Respect for the rights of others</p> <p>Belief that everyone has equal rights</p> <p>Valuing others as equal and different</p> <p>Willingness to listen respectfully to the ideas and views of others even when one disagrees</p> <p>Willingness to learn from the experiences of others</p> | <p>Valuing others as equal and different (remarkable people with disabilities)</p> <p>Belief that everyone has equal rights but are unique individuals</p> <p>Good listening and speaking skills</p> <p>Be ready to listen to others and learn new information</p> | <p>Readiness to think through consequences of words, actions and choices on others</p> <p>Belief that it is everyone's responsibility to challenge prejudice and discrimination</p> <p>Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints</p> | <p>Ability to evaluate the consequences of words, actions and choices on others.</p> <p>To consolidate that it is everyone's responsibility to challenge prejudice and discrimination and suggest ways in which it can be challenged.</p> <p>Be able to identify why difference and diversity is valuable.</p> | <p>To be able to analyse the consequences of words, choices, and actions on others.</p> <p>To begin to feel a sense of solidarity with those suffering human rights violations, injustice and discrimination.</p> <p>Commitment to hold duty-bearers to account for upholding equal rights for all</p> <p>Respect for the rights of all to have a point of view</p> <p>Willingness to challenge prejudiced and discriminatory views</p> <p>Recognition of diverse perspectives on any issue.</p> | <p>To be able to preempt the consequences of their words, choices and actions on others and act accordingly.</p> <p>To actively feel a sense of solidarity with those suffering human rights violations, injustice and discrimination and can suggest /carry out methods of social change.</p> <p>Commitment to hold duty-bearers to account for upholding equal rights for all</p> <p>Respect for the rights of all to have a point of view and can voice the right for others.</p> <p>Willingness to challenge prejudiced and discriminatory views articulately</p> |
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| | | | | | | | | with opposition views. Recognition of diverse perspectives on any issue, and that the majority view is not always right. |
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| 5. Climate Action (13) | Living things and their needs How to take care of immediate | Introduce ways to minimise waste How to take care of the environment around me (my | Positive and negative impacts of people's actions on others and the environment (e.g. | Identifying the key reasons for importance of certain ecosystems around the world e.g. Amazon, | Understanding on a deeper level people's dependencies on the environment around the globe – identify key ones - see year 3 | Understanding the consequence of not looking after the environment e.g. Global warming Desertification; animal species' extinction, Rising | Differing views about development and quality of life and their measurement | Be able to identify global inequalities in ecological footprints and the reasons for them (e.g. differences between |
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| <p>Knowledge and Understanding</p> | <p>environment (my classroom)</p> <p>Possibility of change in the future</p> | <p>e.g. recycling paper) e.g. growing plants (O2 and food)</p> <p>Turning the tap off</p> <p>Teaching children to love/care for animals</p> | <p>Dropping litter, not recycling, reusing plastic)</p> | <p>Antarctic</p> <p>Be able to describe different types of recycling:</p> <p>Key reasons of climate change (causes and effects) Key question - what are the key causes?</p> <p>Be able to describe ways to live in a environmentally - responsible way. E.G. what can the everyday person do on a day to day basis? (Save a bee, buy a grocery bag, metal straws etc.)</p> <p>-What is my carbon footprint?</p> | <p>Next level of climate change (causes and effects) exploring what the progression is here.</p> <p>Discuss how being a vegetarian/ vegan can impact the world</p> <p>Suggesting ways to look after the environment (around the world) e.g. reduce logging, mass plastic production, helping bee population grow, reducing emissions, Understanding conservation</p> | <p>sea levels; land corrosion, Melting of sea ice, bee numbers decreasing coral bleaching, 'hole in the ozone layer'</p> <p>Adaptation to depend on the environment</p> | <p>UN Sustainable Development Goals and progress against them</p> <p>Importance of biodiversity wider causes and implications of climate change.</p> <p>Awareness of various individuals and organisations that are doing things in the field of climate change: Greenpeace etc.</p> | <p>countries, continents.)</p> <p>Identify and analyse political issues and influences in current news and be able to comment and discuss.</p> <p>Oil rig money</p> <p>Fracking</p> <p>Forest fires</p> <p>Protests (peaceful vs non-peaceful)</p> <p>Treaties</p> |
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| <p>Skills</p> <p><i>(Ability to manage complexity and uncertainty)</i></p> <p><i>(Informed and reflective action)</i></p> | <p>Support others in groups.</p> | <p>Support others in group or class</p> | <p>Contribute actively and constructively to the life of own class and school</p> <p>e.g. helpers for the day</p> <p>Voice when something is unfair</p> | <p>Contribute actively and constructively to the life of own class and school e.g. helpers for the day</p> <p>Take action when something is unfair</p> | <p>Participate in decision making in school</p> <p>Contribute to the well-being of the wider community</p> <p>Share opinions and evidence on issues with others including decision-makers and elected representatives</p> | <p>Participate in decision making in school</p> <p>Contribute to the well-being of the wider community</p> <p>Share opinions and evidence on issues with others including decision-makers and elected representatives</p> | <p>Identify and plan appropriate action(s) and opportunities to make own voice heard</p> | <p>Challenge viewpoints which perpetuate inequality and injustice</p> <p>Reflect on learning from taking action</p> |
| <p>Attitude</p> <p><i>(Concern for the environment an commitment to sustainable development)</i></p> | <p>Appreciation of, and care for, living things and own environment</p> <p>Sense of wonder and curiosity about the world</p> <p>Starting to value resources</p> | <p>Take care of the environment in school</p> <p>Comment on changes in their immediate environment</p> | <p>Concern about the local environment and willingness to care for it</p> <p>Taking care of resources and not wasting them</p> | <p>Have a voice and be assertive</p> <p>What can we do to further improve this</p> | <p>Sense of responsibility for the environment and the use of resources</p> | <p>Commitment to taking action to protect and improve the environment and quality of life for people locally and globally</p> | <p>Appreciation of interdependence between people and planet</p> | <p>Concern about the effects of lifestyles and consumer choices on people and the planet</p> |