

Topic: ALL ABOUT DIABETES CURRICULUM MAPPING

Citizenship KS2: KNOWLEDGE, SKILLS & UNDERSTANDING

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

1. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
2. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Preparing to play an active role as citizens

Pupils should be taught:

1. to research, discuss and debate topical issues, problems and events
2. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
3. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
4. to recognise the role of voluntary, community and pressure groups
5. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
6. to explore how the media present information.

Developing good relationships and respecting the differences between people

Pupils should be taught:

1. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
2. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
3. to recognise and challenge stereotypes

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4. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
5. where individuals, families and groups can get help and support.

Breadth of opportunities

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

1. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
2. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
3. find information and advice [for example, through helplines; by understanding about welfare systems in society].