



Citizenship and PSHE – Y7 Learning Outcomes

Foundation	Developing	Securing	Exceeding	Excelling
<p>Students can explore what rules are for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises).</p> <p>Students are able to define a need and a want and to identify what is fair and unfair in a given situation.</p> <p>Students will discuss a citizenship issue in simple terms with another person.</p> <p>Students will state an opinion on a citizenship topic that is suggested to them.</p> <p>Students will identify questions they want to ask about a topic suggested to them.</p> <p>Students take part in the decision making process within a community they belong.</p> <p>Students are starting to understand that people might think differently about things.</p>	<p>Students offer constructive support and feedback to others to identify and respect the differences and similarities between people.</p> <p>Students begin to identify the similarities and differences in the communities they belong to.</p> <p>Students identify different kinds of rights and understand that rights can conflict.</p> <p>Students will present ideas to a small group and begin to acknowledge the response to their ideas from others in the group.</p> <p>Students are able to look at their communities and identify ways it could be improved.</p> <p>Students can explain their own opinion and use what they have found out to make an informed contribution to a group debate.</p>	<p>Students can discuss and describe some features of the different groups and communities they belong to.</p> <p>Students can work in a group to plan and take part in a project that addresses a citizenship issue.</p> <p>Students take part in the decision making process within a community they belong to and can describe what they did in simple terms.</p> <p>Students can identify different and opposing opinions and share these with the class.</p> <p>Students are able to look at their communities and identify ways it could be improved.</p> <p>Students will state an opinion on citizenship topics showing that they understand that others may have different opinions.</p>	<p>Students show that they can appreciate that there are many diverse groups and communities in the UK and the wider world.</p> <p>Students take part in decision-making activities with others on citizenship issues, in contexts that are familiar to them.</p> <p>Students can describe how things might be improved through the actions that they or others might take.</p> <p>Students can state and explain their own opinion and show that they understand views and opinions opposite to their own.</p> <p>Students can work with others to plan and carryout and activity that will make a difference to others.</p> <p>Students can discuss and debate topical and controversial issues and start to give reason for their opinions.</p>	<p>Students show that they can appreciate that there are many diverse groups and communities in the UK and the wider world and use this understanding to explore the communities they belong to.</p> <p>Students begin to recognise some features of democracy and know that people have a say in what happens locally and nationally.</p> <p>Students evaluate the impact of Citizenship issues on themselves and others.</p> <p>Students recognise that issues affect people in their neighbourhood and wider communities in different ways.</p> <p>Students can state their own opinions with clear explanation of their arguments and show understanding of opinions different to their own.</p> <p>Students are able to identify questions that they want ask about a topic suggested to them, and who could answer these questions or where they could find out the information.</p>