



Citizenship & PSHE – Y8 Learning Outcomes

Foundation	Developing	Securing	Exceeding	Excelling
<p>Students can make informed contributions to a debate.</p> <p>Students will take part in decision making processes within a group situation.</p> <p>Students are able to look at their communities and identify ways it could be improved.</p> <p>Students begin to explain different ways in which people can participate in democracy through individual and collective actions.</p> <p>Students can explore the role money plays in their own and others' lives and start to think about how they spend their money and what influences their choices.</p>	<p>Students can discuss and debate topical and controversial issues in a whole-class setting.</p> <p>Students will investigate issues and find answers to their questions from a range of sources provided for them.</p> <p>Students show understanding of democracy and different ways in which people can participate in democracy through individual and collective actions.</p> <p>Students identify what could be done to change things in communities and plan some action.</p> <p>Students show an understanding about the role money plays in their lives, including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>	<p>Students can communicate their opinions clearly and can explain why they have these opinions within a group and to a larger audience.</p> <p>Students negotiate their role in a group and they can take part in the course of action decided on by the group.</p> <p>Students can use a range of sources to find out about topical and controversial issues.</p> <p>Students show understanding of democracy by making connections with their knowledge and experience of representation and taking action in the local community.</p> <p>Students develop an initial understanding of the concept of 'interest', 'loan', 'debt' and tax.</p>	<p>Students recognise the range of ideas that exist on different issues and they can develop informed arguments that take account of different opinions.</p> <p>Students reflect on the success of their actions in achieving influence or improving their community.</p> <p>Students can ask research questions to begin exploring these issues.</p> <p>Students work collaboratively with others from the wider community to negotiate, plan and carry out actions aimed at making a difference to the lives of others. They can explain the impact of actions taken and explore the impact campaigning can have on the outcome of the action in question.</p> <p>Students explore that resources can be allocated in different ways and evaluate how fair and unfair this process is.</p>	<p>Students begin to think more deeply about the different opinions that exist on certain issues and can present a persuasive argument to a larger audience.</p> <p>Students suggest ways of taking the project further in the future, and they can use different sources of information to explore a range of opinions and draw their own conclusions.</p> <p>Students consider what is fair and unfair for different groups and make reference to relevant national, European and international dimensions of the issues.</p> <p>Students participate effectively in activities involving representation, voting and campaigning on issues they have explored. They can work collaboratively with others from the wider community to negotiate, plan and carry out actions aimed at making a difference to the lives of others and explain the impact of actions taken.</p> <p>Students can explore how resources can be allocated to different countries and that these economic choices affect individuals, communities and the sustainability of the country.</p>