



# Citizenship & PSHE – Y9 Learning Outcomes

Foundation	Developing	Securing	Exceeding	Excelling
<p>Students develop informed arguments that show a number of different views and ideas.</p> <p>Students describe appropriate research methods and can evaluate sources for validity and bias.</p> <p>Students can identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world.</p> <p>Students consider a range of scenarios (from local to global) where there are inequalities and explain how different kinds of rights need to be protected.</p> <p>Students show some knowledge of the operation of the political and justice systems in the UK by describing the key features of democratic processes and the work of government in the UK.</p>	<p>Students can show they can challenge assumptions and ideas and opinions.</p> <p>Students question assumptions and their own views after examining relevant evidence. They use a range of strategies and sources of information to back up their arguments.</p> <p>Students weigh up and assess the implications of situations where an individual's or group's rights are contested.</p> <p>Students begin to make comparisons between the UK system of democratic parliamentary government and those systems in different parts of the world.</p> <p>Students negotiate their role and plan and undertake courses of action with others.</p>	<p>Students can use information to present a convincing argument and give reasons for their views.</p> <p>Students take part in an informed debate and can argue points well including those they don't agree with.</p> <p>Students make connections between different sources of information and their own experiences.</p> <p>Students make connections between different sources of information and their own experiences.</p> <p>Students show understanding of interdependence, describing interconnections between people and their actions in the UK, Europe and the wider world; they reflect on the extent of their success in achieving an improvement or influence in the community and suggest what they might do next.</p>	<p>Students state their own opinion and show that they are aware of a range of opinions on topical and controversial issues and can argue their opinion persuasively.</p> <p>Students carry out different types of research into various types of actions and the implications of each.</p> <p>Students analyse the reasons for diversity in the make-up of UK society and explain how it changes over time.</p> <p>Students understand how citizens participate in bringing about change in society through democratic processes and different kinds of action.</p> <p>Students work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change.</p>	<p>Students can debate challenging questions and they are prepared to modify their opinion as a result of informed debate.</p> <p>Students use and apply detailed knowledge of citizenship issues, problems and events to analyse their effect on groups and communities around the world, as well as to help form coherent arguments which back up their opinions.</p> <p>Students use and apply their detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities in different parts of the world.</p> <p>Students ask challenging questions to explore the ways in which justice, laws and governments operate in different places and the roles citizens can take in shaping society.</p> <p>Students evaluate the impact and limitations of policies on communities (local to global) now and in the future and suggest alternatives.</p>