

CURRICULUM LINKS

The following tables are an indication of some of the learning potential and curriculum objectives that are possible using the resources in this pack.

They have been graded using a star system, broadly indicating whether the exercises in that section give a useful starter on some aspect of that curriculum item (**one star ***), have quite a lot of potential or cover more than one aspect (**two stars ****), or are a very good fit or have multiple opportunities (**three stars *****).

This is far from an exact science since the nature of the materials is that different groups will explore in different ways and end in different places.

Please regard them as a useful guideline rather than a fixed curriculum template.

England KS3 & 4

		<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle Crime</i>	<i>Robbery & Theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
1a	the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	***	***	**	***	***	***	***	***	***	***
1c	central and local government, the public services they offer and how they are financed, and the opportunities to contribute		***								
1h	the significance of the media in society	*			***		*				
2a	think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources	***	***	***	***	***	***	***	***		***
2b	justify orally and in writing a personal opinion about such issues, problems or events	***	***	***	***	***	***	***	***		***
2c	contribute to group and exploratory class discussions, and take part in debates	***	***	***	***	***	***	***	***		***
3a	use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	***	***	***	***	***	***	***	***		***
3b	negotiate, decide and take part responsibly in both school and community-based activities	*	**	*	**	*	**	**		**	
3c	reflect on the process of participating		*		**			*			

Northern Ireland KS3 & 4

		<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery & theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
KS3 Local and Global Citizenship	Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.		**								
	Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.	***	***	***	***	***	***	***	***	***	***
KS3 Personal Development	Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	**	**	***	***	**	**	**	***	**	**
	Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	**	**	**	***	**	**	**	**	*	**
	Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.	*	**	**	**	***	***	*	*	*	**
KS4 Local and Global Citizenship	identify and exercise their rights and social responsibilities in relation to local, national and global issues	**	**	**	**	**	***	**	**	***	***
	develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly	***	***	***	***	***	***	***	***	***	***
KS4 Personal Development	develop an understanding of how to maximise and sustain their own health and well-being	**	**	**	***	***	**	**	***	**	***
	reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences	**	**	**	***	***	**	***	***	**	***
	recognise, assess and manage risk in a range of real-life contexts	**	***	**	***	***	***	***	***	***	***

Scotland Ed for Citizenship

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle Crime</i>	<i>Robbery & Theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
Opportunities for individuals and voluntary groups to bring about social and environmental change, and the values on which such endeavours are based	**	***	***	*	*	**	*			*
The causes of conflict and possible approaches to resolving it, recognising that controversy is normal in society and sometimes has beneficial effects	**	***	**	***	*	**	**	**	**	***
Work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate	***	***	***	***	***	***	***	***	***	***
Locate, handle, use and communicate information and ideas, using ICT as appropriate	***	***	***	***	***	***	***	***	***	***
Question and respond constructively to the ideas and actions of others in debate and/or in writing	***	***	***	***	***	***	***	***	***	***
Contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions	***	***	***	***	***	***	***	***	***	***
Make informed decisions in relation to political, community and environmental issues	***	***	***	**	**	**	**	**	*	**
Negotiate, compromise, or assist others to understand and respect difference, when conflict occurs, recognising the difference between consensus and compliance.	**	**	**	**	**	***	**	***	**	**
Develop informed and reasoned opinions about political, economic, social and environmental issues	***	***	***	***	***	***	***	***	***	***
Express, explain and critically evaluate views that are not their own	***	***	***	***	***	***	***	***	***	***
Demonstrate a sense of responsibility for the welfare of their communities	***	***	***	*	***	***	***	***	***	***
Confront views and actions that are harmful to the wellbeing of individuals and communities	***	***	***	***	***	***	***	***	***	***
Identify and frame their own questions and problems and suggest possible solutions	***	***	***	***	***	***	***	***	***	***
Respond in imaginative ways to social, moral and political dilemmas and challenges	***	***	***	***	***	***	***	***	***	***
Imagine alternatives to current ways of doing things	***	***	***	***	***	***	***	***	***	***

Wales PSE KS3 & 4

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery & theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
Physical aspect – know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use.				***						
Emotional aspect – know how to resolve conflict and negotiate agreement.	***	***	***	***	***	**		***	*	**
Moral aspect – recognise moral issues and dilemmas in life situations.	***	***	***	***	***	***	***	***	***	***
Moral aspect – know what they believe to be right and wrong actions and understand the issues involved.	***	***	***	***	***	***	***	***	***	***
Show care and consideration for others and their property and be sensitive towards their feelings.	***	***	***	***	***	***	***	***	***	***
Have respect for themselves and others.	***	***	***	***	***	***	***	***	***	***
Have a responsible attitude towards keeping the body safe and healthy.			**	***	***			***	***	***
Be committed to practical involvement in the community.	**	**	**	*	*	**	**	**	**	**
Listen attentively in different situations and respond appropriately.	***	***	***	***	***	***	***	***	***	***
Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.	***	***	***	***	***	***	***	***	***	***
Critically evaluate others' viewpoints and messages from the media.	***	***	***	***	***	***	***	***	***	***
Empathise with others' experiences and feelings.	***	***	***	***	***	***	***	***	***	***
Use a range of techniques for personal reflection.	***	***	***	***	***	***	***	***	***	***
Be assertive and resist unwanted peer pressure and other influence.	***	***	***	***	***	***	***	***	***	***
Use a range of strategies to resolve conflict.	***	***	***	***	***	***	***	***	***	***
Make decisions and choices effectively.	***	***	***	***	***	***	***	***	***	***
Make reasoned judgements.	***	***	***	***	***	***	***	***	***	***
Take part in debates and vote on issues.	***	***	***	***	***	***	***	***	***	***

Key stage 3 PSE

Wales PSE KS3 & 4

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery & theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
Key stage 4 PSE	Physical aspect – know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice.			***						
	Emotional aspect – know how to recognise and manage anger, frustration and aggressive feelings.	***	*	*		***	*	*	***	**
	Moral aspect – identify a set of values and principles by which to live.	**	**	**	**	**	**	**	**	**
	Show care and consideration for others and their property and be sensitive towards their feelings.	***	***	***	***	***	***	***	***	***
	Have respect for themselves and others.	***	***	***	***	***	***	***	***	***
	Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.			**	***	***		***	***	***
	Be committed to practical involvement in the community.	**	**	**	*	*	**	**	**	**
	Listen attentively in different situations and respond appropriately.	***	***	***	***	***	***	***	***	***
	Communicate effectively their feelings and views in a wide range of situations.	***	***	***	***	***	***	***	***	***
	Appreciate, reflect on and critically evaluate another person's point of view.	***	***	***	***	***	***	***	***	***
	Use a range of techniques for personal reflection.	***	***	***	***	***	***	***	***	***
	Be assertive and resist unwanted peer and other influence.	***	***	***	***	***	***	***	***	***
	Resolve conflict with a win/win situation.	***	***	***	***	***	***	***	***	***
	Adapt to changing situations.	***	***	***	***	***	***	***	***	***
	Make decisions and choices effectively.	***	***	***	***	***	***	***	***	***
Work both independently and cooperatively.	**	**	**	**	**	**	**	**	**	

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