

WHOLE SCHOOL THEMES

Giving Nation is a fantastic vehicle for supporting your delivery of **SMSC across an entire year group**. Through running student-led social action young people research, design & deliver **real benefits back to their communities** while learning valuable skills and competencies for life.

Spiritual		Moral	
Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	✓	Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.	✓
Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.	✓	Understanding of the consequences of their behaviour and actions.	✓
Use of imagination and creativity in their learning.	✓	Interest in investigating, and offering reasoned views about, moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.	✓
Willingness to reflect on their experiences.	✓		
Social		Cultural	
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	✓	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	✓
Willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively.	✓	Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	✓
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in & contribute positively to life in modern Britain	✓	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	
		Willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.	✓
		Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	✓

Giving Nation fosters **cohesive communities**. Young people go beyond the school gates to become **contributors to society**. By timetabling this opportunity, teachers provide a platform for **stronger community links** to be built between young people, parents, **civil society organisations** and their **neighbourhoods**. Additionally, Giving Nation facilitates young people to develop **Personalised Learning and Thinking Skills (PLTS)** and **functional skills**. The programme also supports the lesser promoted **Every Child Matters** agenda.

2014: NATIONAL CURRICULUM LINKS

CITIZENSHIP		
Aims	KS3 Subject Content	Example Activities / Issues
<p>Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.</p> <p>Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</p>	<p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p> <p>The functions and uses of money, the importance and practice of budgeting and managing risk.</p>	<p>Whilst deciding which issue to tackle do a social mapping exercise of the local town to see which community groups already operate in your area. Once you've decided who to support petition your local council / MP / Parliament to help tackle that issue.</p> <p>Create a social enterprise and use the G-Blog budget planner to track profit and expenditure.</p>
	KS4 Subject Content	Example Activities / Issues
	<p>They should experience and evaluate ways that citizens can act together to solve problems and contribute to society.</p> <p>The diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p>	<p>Explore the concepts of social action by learning about different types of giving. Students can choose to set up a campaign, a social enterprise, a fundraiser or a volunteering project. Examples could include ...</p> <ul style="list-style-type: none"> Running an environmental campaign asking for more cycle lanes to be put through your local town Run a multicultural fundraising evening with students teaching others about a diverse range of cultures and making and selling foods from around the world. Set up a social enterprise making and selling fair trade goods Renovate a local area in the community turning it into an outdoor learning space for other schools.

2014: CROSS-CURRICULAR LINKS

Aims	Subject Content	Example Activities / Issues
MATHS		
	<p>KS3: Solve Problems: Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics. Number: Use standard units of mass, length, time, & money Ration, proportion and rates of change: Solve problems involving percentage change... including in financial mathematics. Use compound units such as speed, unit pricing and density to solve problems.</p> <p>KS4: Solve Problems: Develop their use of formal mathematical knowledge to interpret & solve problems, including in financial contexts</p>	<p>Set up a social enterprise and create a working budget recording all income and predicted expenditure.</p> <p>Explore how gift aid can be used to enhance fundraising</p> <p>Use probability strategies to design a range of games</p>

Aims	Subject Content	Example Activities / Issues
ENGLISH		
<p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p> <p>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>KS3: Reading: Make inferences and refer to evidence in text.</p> <p>Know the purpose, audience and context of writing and draw on this knowledge to support comprehension.</p> <p>Writing: Write for a wide range of purpose and audiences including a range or narrative and non-narrative texts, including arguments and personal and formal letters.</p> <p>Summarise and organise materials and supporting ideas and arguments with any necessary factual detail.</p> <p>Plan, draft, edit and proof read through considering how their writing reflects the audiences and purposes for which it was intended.</p> <p>Spoken Language: Pupils should be taught to speak confidently and effectively including through...</p> <ul style="list-style-type: none"> Using standard English confidently in a range of formal and informal contexts including classroom discussion. Giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. <p>KS4: Reading: Read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes.</p> <p>Draw on knowledge of purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.</p> <p>Distinguish between statements that are supported by evidence and those that are not, and identify bias and misuse of evidence.</p> <p>Writing: Adapt their writing for a wide range of purposes and audiences</p> <p>Select and organise ideas, facts and key points, and cite evidence, details and</p>	<p>Use a range of sources to fully research your chosen issue e.g. materials such as leaflets, charity websites, news reports, the Charity Commission website, social media campaigns, videos.</p> <p>Develop a marketing campaign to support your chosen charity / cause, this could include ...</p> <ul style="list-style-type: none"> Writing press releases for the local paper Writing blogs for the school website Writing letters to MPs and local councillors <p>Write a G-Blog (mandatory part of project) to evaluate how successful your project was.</p> <p>Small groups of students design a short presentation on their preferred social cause which they then present to the rest of the year group. Year group then vote on the issue they wish to take forward. The same method can be used in the project planning stage.</p> <p>Design and deliver assemblies informing other year groups about your chosen issues.</p> <p>Organise a debate with a local MP / Councillor / School Governor / Local Business representative / other students in your year to raise awareness for your chosen issue.</p> <p>Enter the G-Video competition and design a 90 second video to highlight the key elements of your project.</p>

quotation effectively and pertinently for support and emphasis.

Make notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation.)

Revise, edit and proof read through reflecting on whether their draft achieves the intended impact.

Spoken Language:

Pupils should be taught to speak confidently and effectively including through...

- Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals / deadlines
- Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- Planning for different purposes and audiences, including electing and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.

Aims	Subject Content	Example Activities / Issues
HISTORY		
<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.</p>	<p>Pupils should be taught about at least one study of a significant society or issue in world history and its interconnections with other world developments.</p>	<p>Run a social action project linked to one of the following topics ...</p> <ul style="list-style-type: none"> • Anti-Slavery • Immigration • Refugees • Freedom of speech • Voting age • Human rights (women, children, ethnic minorities)
GEOGRAPHY		
<p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p>	<p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and or a region within Asia.</p> <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p>Complete a community mapping and needs assessment exercise in local area and use the findings as the basis for a regeneration project. Extend this to a global citizenship project by working with a partner school in another area to compare findings.</p> <p>Run a campaign raising awareness on:</p> <ul style="list-style-type: none"> • Physical geography - climate change /coastal erosion / deforestation / drought etc. • Human geography – migration / globalisation / pollution / famine <p>Explore the impact of natural disasters in various global locations and design a project to support those affected.</p>
COMPUTING		
<p>Are responsible, competent, confident and creative users of information and communication technology</p>	<p>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>	<ul style="list-style-type: none"> • Create a G-Blog (mandatory part of project) • Use publishing software to create marketing materials • Use social media as part of a marketing campaign • Create a website to promote chosen cause and project

ADDITIONAL QUALIFICATIONS:

ASDAN	EDEXCEL
<p>Certificate of Personal Effectiveness (CoPE) Levels 1 & 2</p> <ul style="list-style-type: none"> • Communication • Citizenship & Community Work • Work Related Learning and Enterprise <p>Certificate of Personal Effectiveness (CoPE) Levels 3</p> <ul style="list-style-type: none"> • Active Citizenship • Global awareness • Enrichment activities • Extended project <p>Short Course: Citizenship</p> <ul style="list-style-type: none"> • Module 2: Individuals and Communities • Module 6: Global Citizenship 	<p>GCSE Citizenship Studies (full and short course)</p> <ul style="list-style-type: none"> • Unit 2: Participating in Society • Unit 4: Citizenship Campaign <p>BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship</p> <ul style="list-style-type: none"> • Volunteering, encouraging a sense of community responsibility and engagement, citizenship and supporting others
	OCR
<p>AQA</p> <p>GCSE Citizenship Studies (full and short course)</p> <ul style="list-style-type: none"> • Theme 1: Community Action and Active Citizenship • Theme 4: Global issues and making a difference • Controlled Assessment: Key questions – how can I make a difference? * <p>Preparation for working life (Entry level 1, 2 and 3)</p> <ul style="list-style-type: none"> • Unit 7: Introduction to enterprise <p><i>* AQA provide specific titles for the controlled assessment, so you will need to adapt Giving Nation with this in mind at the issue and action selection stage.</i></p>	<p>Princes Trust XL Club</p> <ul style="list-style-type: none"> • Personal, Interpersonal and Team Skills • Active Citizenship • Entrepreneurship and Enterprise • Enrichment Projects