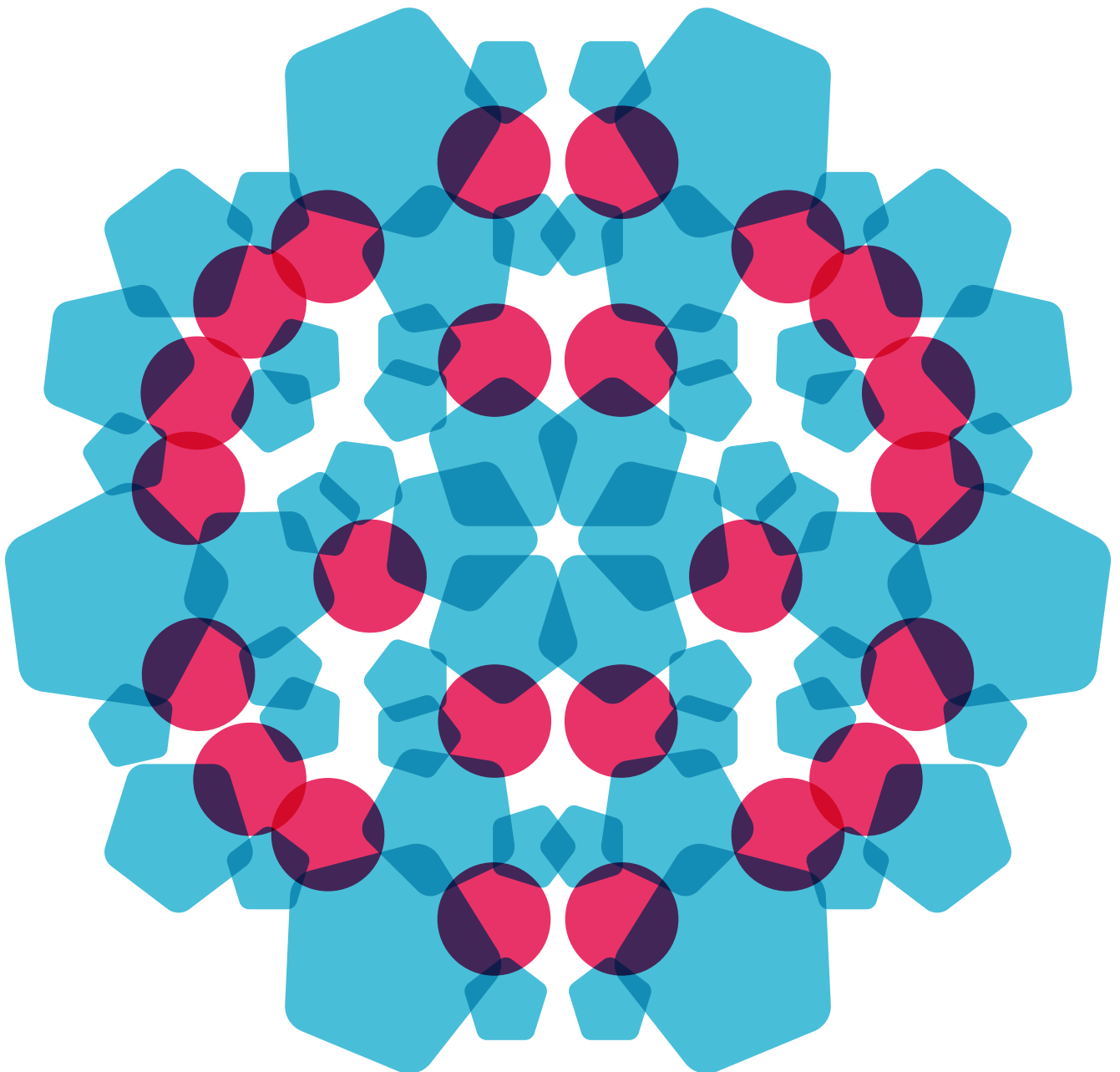# Oxford International Curriculum

Primary & Lower Secondary

Global Skills Projects

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I see students equipped
with the skills to succeed
in a changing world

What's more, a focus on cultivating a growth mindset, where students learn to thrive on challenge and see failure as a way to stretch themselves, will act as a foundation to improve their performance.
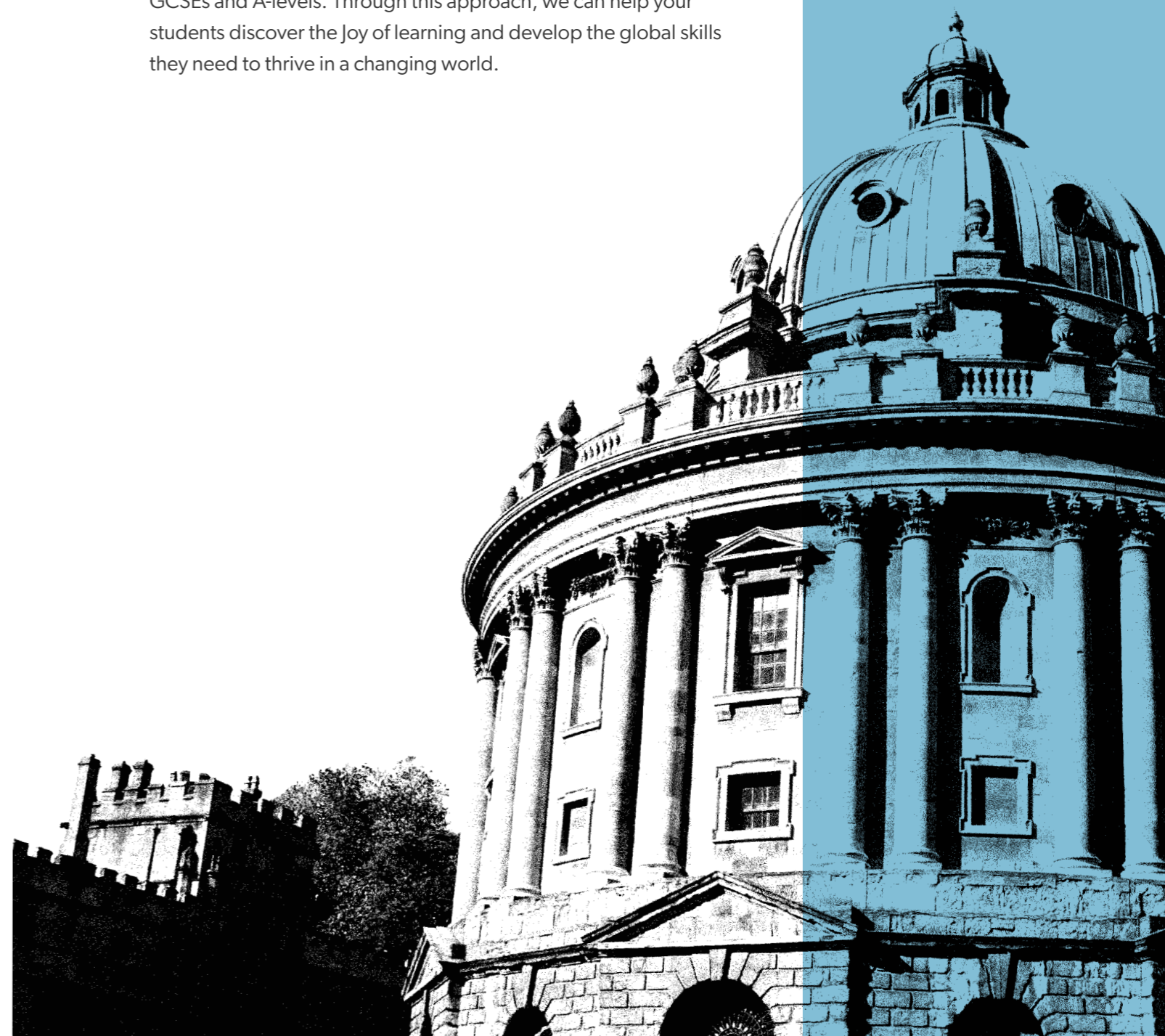
That's why we have developed the Oxford International Curriculum. The curriculum offers a new approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops the global skills your learners need for their future academic, personal and career success.

Through six subjects – English, Maths, Science, Computing, Wellbeing and Global Skills Projects – the Oxford International Curriculum offers your school a coherent and holistic approach to ensure continuity and progression across every student's educational journey, equipping them with the skills to shape their own future and progress seamlessly to studying for International GCSEs and A-levels. Through this approach, we can help your students discover the Joy of learning and develop the global skills they need to thrive in a changing world.

❝❞

Thinking together so we can act together to make the futures we want.

UNESCO Futures of Education initiative

The joy of learning

Oxford University Press is a department of the university, publishing to further the university's objectives of excellence in scholarship, research, and education.

Nurturing creativity, inspiring curiosity, shaping the future

At Oxford University Press, we are committed to enriching the lives of learners across the world through education by developing the highest quality academic and educational resources and services. That's why we invest 100% of the money we make back into education and research.

As part of the University of Oxford, we combine a deep knowledge and understanding of pedagogy to provide quality resources that impact positively on learning. We are trusted by leaders and practitioners to raise levels of attainment all over the world – this is our passion and motivation.

At Oxford University Press, we recognize that we are living in an ever-changing world, where the way we work, live, learn, communicate and relate to one another is constantly shifting. In this climate, we need to instil in our learners the skills to equip them for every eventuality so they are able to overcome challenges, adapt to change and have the best chance of success. To do this, we need to evolve beyond traditional teaching approaches and foster an environment where students can start to build lifelong learning skills for success. Students need to learn how to learn, how to problem solve, be agile and work flexibly. Going hand in hand with this is the development of self-awareness and mindfulness through the promotion of wellbeing to ensure students learn the socio-emotional skills to succeed.
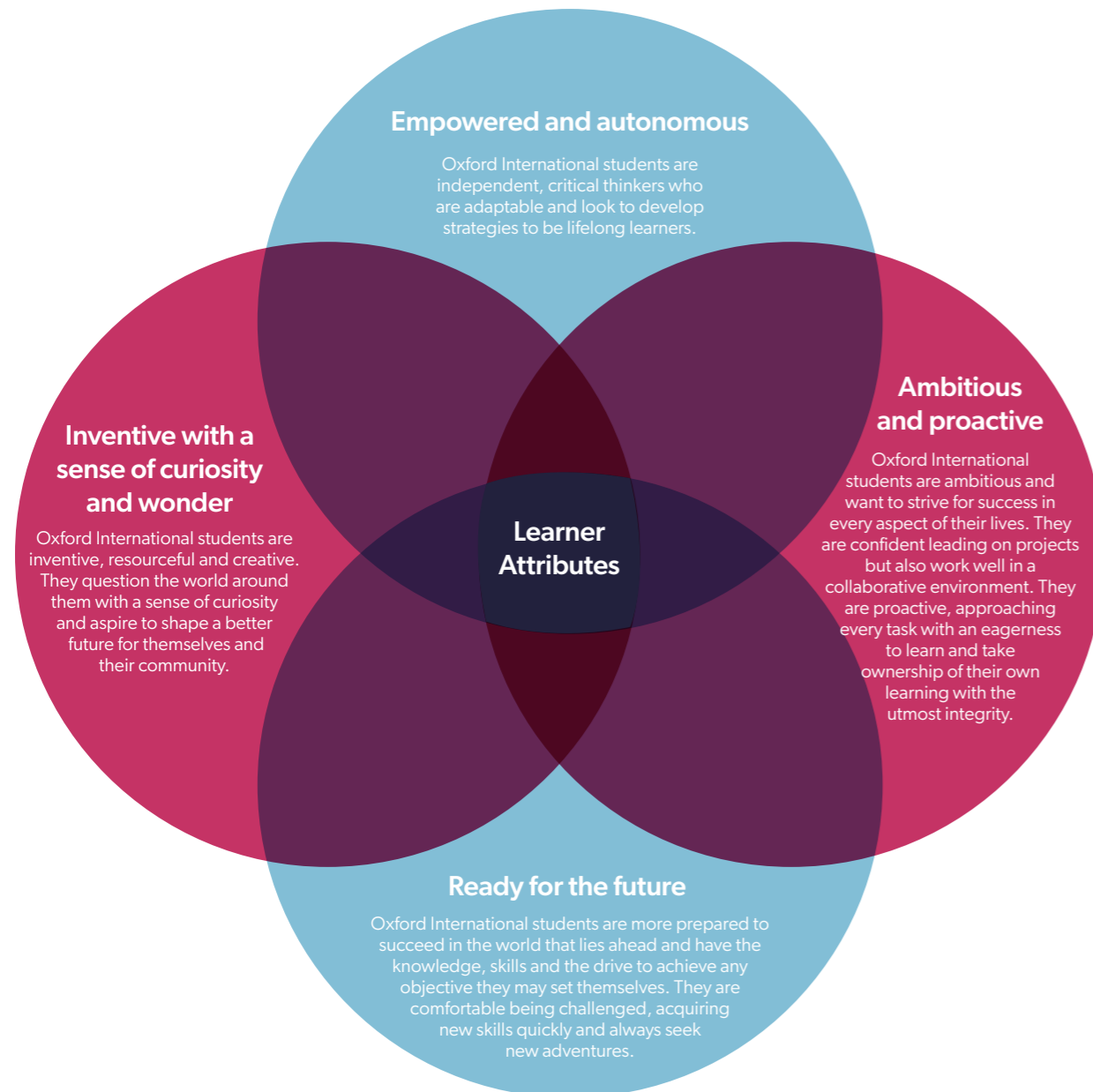
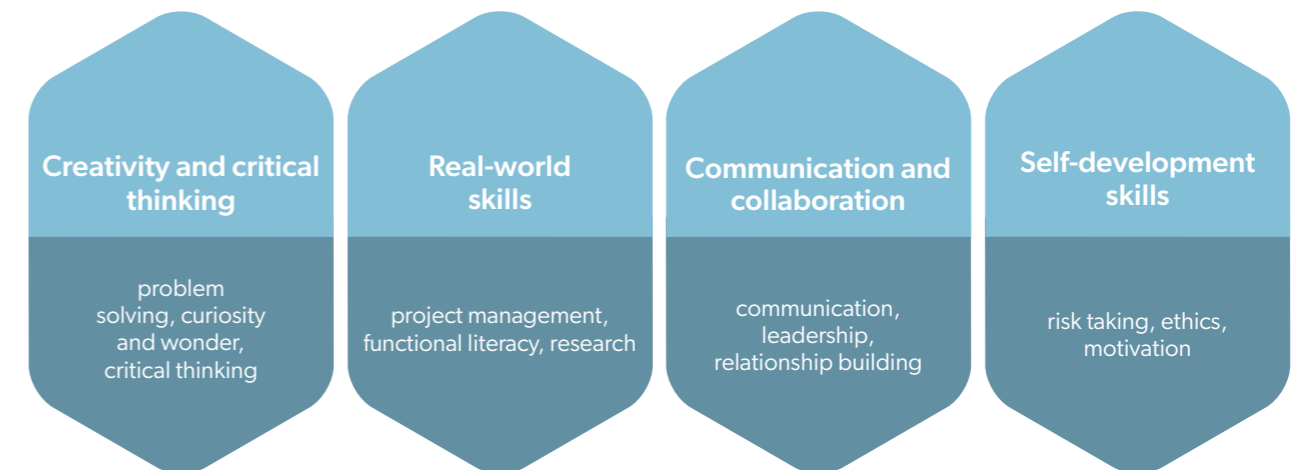# Challenge seekers, problem solvers, next leaders

The Oxford International Curriculum aims to deliver the wellbeing and global skills that will be needed in future, to the learners of today, providing them with a firm foundation for future employment and participation in society.

The Oxford International Curriculum helps to develop:

Empowered and autonomous
Oxford International students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners.

Inventive with a sense of curiosity and wonder
Oxford International students are inventive, resourceful and creative. They question the world around them with a sense of curiosity and wonder and aspire to shape a better future for themselves and their community.

Learner Attributes

Ambitious and proactive
Oxford International students are ambitious and want to strive for success in every aspect of their lives. They are confident leading on projects but also work well in a collaborative environment. They are proactive, approaching every task with an eagerness to learn and take ownership of their own learning with the utmost integrity.

Ready for the future
Oxford International students are more prepared to succeed in the world that lies ahead and have the knowledge, skills and the drive to achieve any objective they may set themselves. They are comfortable being challenged, acquiring new skills quickly and always seek new adventures.

A classroom culture that fosters lifelong learning and wellbeing

The Oxford International Curriculum enables students to succeed by recognizing that lasting success is contingent on both academic performance and emotional wellbeing. The curriculum aims to foster a classroom environment where students develop the skills for success:

Creativity and critical thinking	Real-world skills	Communication and collaboration	Self-development skills
problem solving, curiosity and wonder, critical thinking	project management, functional literacy, research	communication, leadership, relationship building	risk taking, ethics, motivation

The Oxford International Curriculum also promotes teachers' and learners' resilience, agency and self-regulation to cope in the world of tomorrow. This focus on wellbeing aims to promote good mental health to enhance students' lives inside and outside of the classroom. Key themes of wellbeing include:

Taking care of the body	Taking care of the mind	Taking care of relationships	Taking care of self and the world
learning how to keep active and eating healthily can directly impact on positive mental health	promoting mindfulness to train learners to be more optimistic and manage stress	how to build and maintain friendships and relationships with family, how to communicate with others more effectively and how to connect through acts of kindness	encouraging students to have a focus and find purpose in the world around them, helping them to aspire to be better citizens

The Oxford International Curriculum offers a practical, robust and effective continuous professional development programme specifically designed for international schools to support the implementation of its pedagogy.

By promoting wellbeing and developing global life-skills, the Oxford International Curriculum will prepare your students for success in an ever changing world, giving them the springboard to achieve academically and nurturing them to shape a better future.

Contents

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Preface

The Oxford International Curriculum for Global Skills Projects (GSP) will help young learners grow into creative, joyful global thinkers, with the essential skills to develop a better future for themselves, their communities, and our world.

Why Global Skills Projects should be taught

The objective of this curriculum is to advance an education that helps students fulfil their human potential. Education involves the whole person: intellect, curiosity, emotions, social relations and values, and the Global Skills Projects curriculum helps students become independent learners, driven by their curiosity and an understanding of their responsibility and opportunities as local and global citizens. This curriculum is founded on the belief that all students can learn and that all students can grow. It is also based on the understanding that there is diversity among students and therefore seeks to respect this diversity in its assessment and application.

The curriculum is based on a particular view of human nature as driven by curiosity, a thirst for justice and knowledge and a desire to participate in communities. It seeks to protect and foster these natural human capacities, helping students attain the joy of learning that should be an intrinsic part of education.

The Global Skills Projects curriculum considers what students will need to succeed in an increasingly complex world. The job market is changing, and students will need key skills to thrive professionally and socially. Young people face a world that is ever-more digitised, interconnected, and in need of sustainable development and green economies. They are growing up in a world facing an environmental crisis and with great social unrest. Students will need to work in a world increasingly automated and diverse. Thus, to succeed, they will need to nurture their creativity, sharpen their practical skills, excel at interpersonal relations, possess intercultural competence and be guided by a strong set of personal values. The Global Skills Projects curriculum seeks to develop the thoughtful and innovative change-makers and peace-seekers that are needed in a rapidly changing world.

The curriculum prepares students for the project-based, analytical, and independent style of learning that they can enjoy at GCSE and A Level should they consider taking the International GCSE Plus and International Independent Project Qualification (IPQ). The content covered provides the requisite research and project management skills, underpinned by the ability to think critically and creatively, for students to achieve their best in these qualifications. IPQ qualifications are increasingly recognized and valued amongst Higher Education institutions globally and the curriculum has been developed with this progression in mind.

How Global Skills Projects is taught

Global Skills Projects is a project-based curriculum. Through each project, students develop and strengthen the skills they will need for academic, professional and personal success. Project-based learning allows each student to engage with skills at their unique level, permitting a personalised learning experience. Project-based learning is an active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories.

Designed to fit within the larger school curriculum and vision, Global Skills Projects can be adapted to reflect local interests and needs, in respect of and with appreciation for the diversity of the many cultures where it is adopted. The curriculum can also be adapted to take into consideration SEND concerns and neurodiversity among the student body.

The curriculum allows for flexibility in its delivery:

- **As a stand-alone subject:** it is recommended that Global Skills Projects is taught as a weekly subject, or it may also be taught intensively.

- **Integrated into core subjects:** key principles of Global Skills Projects are integrated into the core academic subjects: English, Maths, Science and Computing.

- **As an end-of-year project:** schools can choose to focus their Global Skills Projects learning on an end-of-year, or end-of-term, project.

Project-based learning

The curriculum is built around a series of exciting projects, where students can try out and sharpen multiple skills in an engaging, challenging, and relevant way. Projects will provide opportunities for individual and group work; they will involve research, communication and ethical reflection and will encourage creativity and risk taking.

In Primary, Years 1-6, termly projects serve as the frameworks which encourage students to develop various skills, where learning becomes both relevant and fun. In addition, students learn through a series of class-based exercises where skills are taught by example, through literature and discussion.

In Lower Secondary, students are presented with projects that enable them to explore themes, design and test solutions and find ways to communicate their work. Additionally, the curriculum creates space for the teaching of skills over the course of the year.

Global Skills Projects is an interdisciplinary curriculum, and as it moves from Primary to Lower Secondary it encourages growing academic independence from students. At Lower Secondary level, schools may work with teachers across several disciplines to support students in their projects. Teachers will receive resources and guidance to ensure they feel supported and prepared as they lead their students through this curriculum.

# Our approach to Global Skills Projects

This curriculum is structured as a simple matrix with an associated assessment framework and supporting schemes of work and lesson plans.

The curriculum matrix has learning outcomes for every year from Year 1 (ages 5–6 years) to Year 9 (ages 13–14 years). The learning outcomes are organized into four themes:

- Creativity and critical thinking
- Real-life skills
- Communication and collaboration
- Self-development skills

The spiral model

The underlying structure of the curriculum has a spiral development model. This means that each learning theme is analysed into skills areas. These are revisited each year at higher levels of complexity and depth. The spiral development model reinforces learning and builds on previous achievement. It makes it easier for students to develop and gives coherence and structure to the learning journey.
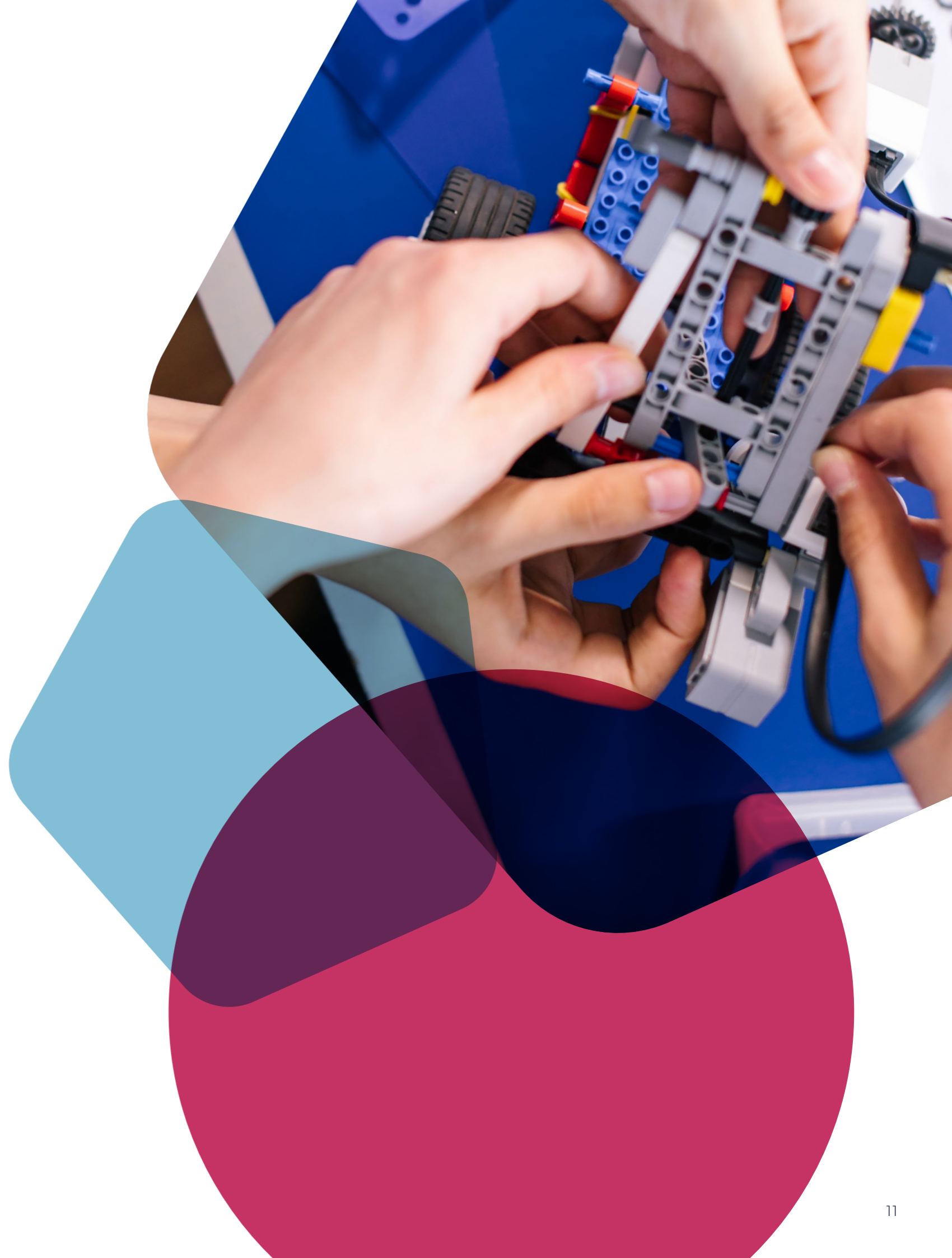
The four strands

These four strands cover key skill sets needed for successful and joyful participation in the 21st century: creativity and critical thinking, real-world skills, communication and collaboration, and self-development skills. These skills are developed through fun class exercises and exciting project-based learning challenges. These permit students to engage with the problems and opportunities faced by local and global communities. The ultimate goal of the curriculum is to engage students' imagination in a process of joyful exploration that sharpens skills as they become solution seekers.

1 **Creativity and critical thinking:** This strand protects and fosters students' innate curiosity. As our world becomes more complex and machines grow in importance, resourcefulness, creativity, and critical thinking are key to global wellbeing and advancement. The activities in this strand help students learn the power of asking questions, grow their own critical thinking, and challenge existing norms. It challenges students to develop their critical thinking, to question their actions and those of their peers, and to look into the consequences of all our actions. It rewards courage and ambition and supports students' appreciation of beauty and wonder, helping to enrich their academic and personal life. It helps students learn to see themselves as problem solvers, approaching challenges with a positive attitude, a willingness to try new methods, and open new, possibly divergent, paths. The emphasis on curiosity, wonder, and critical thinking allows for the creation of space for students to maintain and develop their natural inquisitiveness.

2 **Real-world skills:** This strand helps students develop the skills necessary to successfully participate in an increasingly interconnected, fast-moving, and digital world. In this strand students will learn to access, analyse, evaluate, and present information. They will become confident users of social and financial institutions. Students will develop the time management and organisational skills necessary for private and public success. This strand will help students see the practical application of their knowledge, helping them grow in independence and confidence.

3 **Communication and collaboration:** Interpersonal skills are key to our wellbeing and success as members of local and global communities. This strand aims to help students develop their written and oral communication skills for various audiences and purposes. It will also help students think through the dynamics and needs of collaborative group work, and the challenges, responsibilities, and possibilities of leadership. Cultural differences and diversity will be highlighted in this strand, to help students learn to communicate and work respectfully and effectively in an increasingly international and diverse workforce. The strand will support students as they learn and nurture the skills needed to foster rich and valuable friendships and relationships.
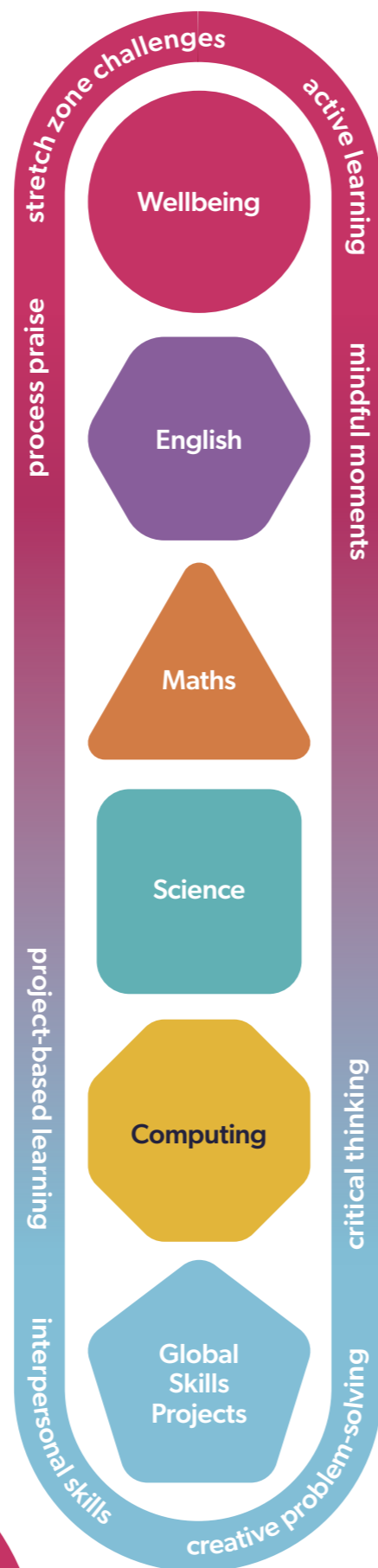
4 **Self-development skills:** The goal of this strand is meta-cognition, as students reflect not just on their learning and how they learn, but on who they are as ethical, rational, and social beings. The strand aims to create space for students to grow as individuals, reflecting on and choosing their values and goals. The strand encourages thoughtful risk taking that expands intellectual, personal, and creative horizons. Students will focus on their membership in various communities, and their roles and responsibilities as local and global citizens. This strand will help to develop self-motivated learners, who take responsibility for their actions and guide their own learning. The strong focus on ethics prompts students to go beyond effectiveness and success to question their motivations and seek personal, local, and global improvement.

# How the curriculum works

Six subjects, one approach

The Oxford International Curriculum spans six subjects, which all have the same approach to the joy of learning. Wellbeing and Global Skills Projects are at the heart of the four core subjects of English, Maths, Science and Computing, and the development of the Oxford International Curriculum for Global Skills Projects has been guided by the wellbeing and global skills philosophy. Lesson plans highlight points at which the Global Skills Projects and Wellbeing curricula can be integrated into the teaching of core subjects. The curriculum takes a spiral approach, revisiting key topics to consolidate and support progression in learning.

stretch zone challenges · active learning · mindful moments · critical thinking · creative problem-solving · interpersonal skills · project-based learning · process praise

- Wellbeing
- English
- Maths
- Science
- Computing
- Global Skills Projects

Building the curriculum

The Oxford International Curriculum for Global Skills Projects offers end-to-end teaching and learning support, and is composed of:

- Curriculum at a glance: a year-on-year progression of learning outcomes for every year group
- Schemes of work: overview and detailed schemes of work provide timetabling options by year group, and week-by-week teaching suggestions
- Lesson plans: provide a blueprint for each lesson, ensuring coverage of specific learning outcomes; the plans link to recommended resources and worksheets where relevant
- Project packs: guide students through the various projects within the curriculum
- Assessment framework: assessment criteria linked to every learning outcome in the curriculum.

- Curriculum
- Schemes of work
- Lesson plans
- In-class resources
- Assessment
- Professional Development
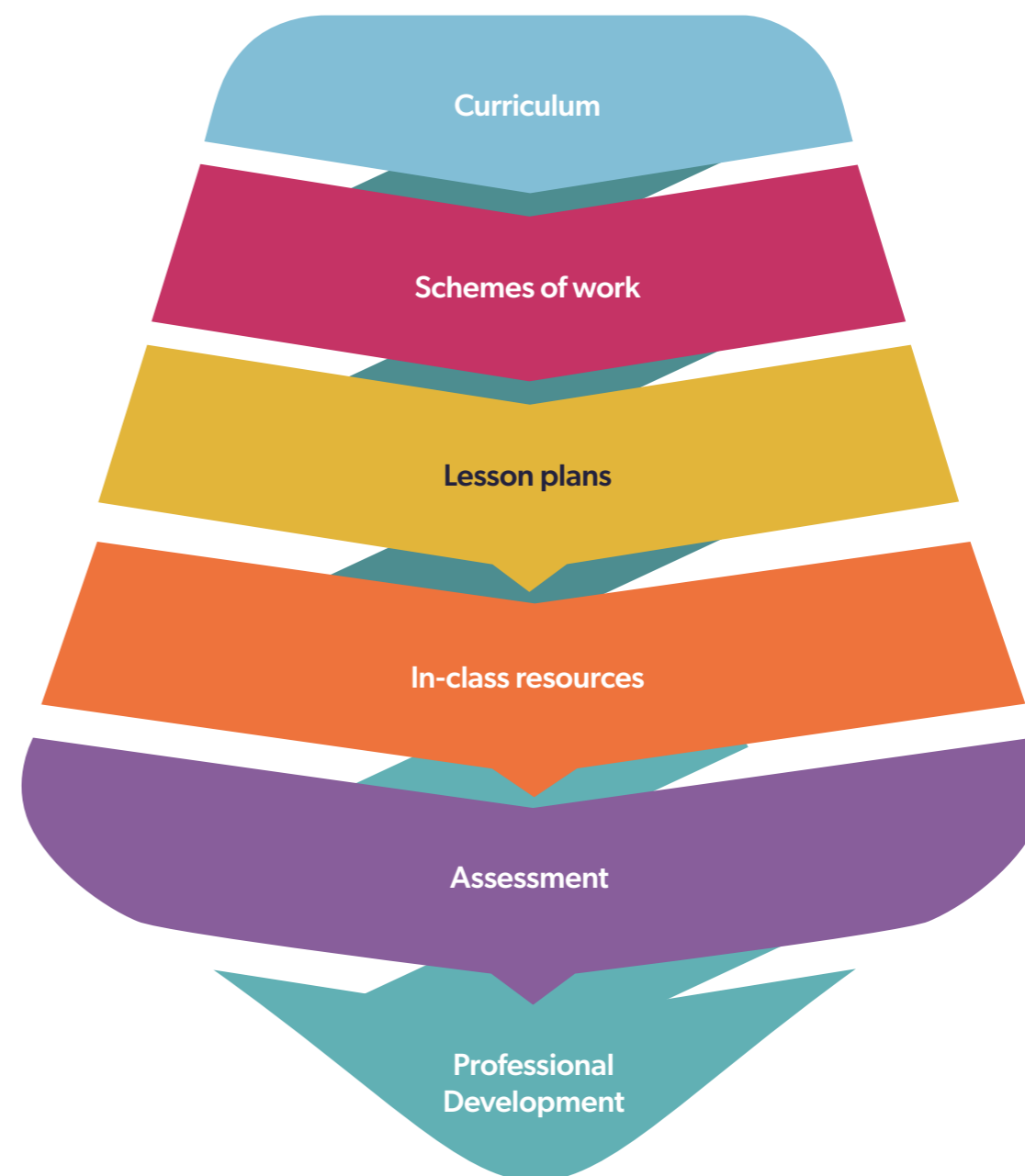
Resources

The Global Skills Projects curriculum is designed to be adaptable to the specific needs, resources, and culture of each school. Primary teachers will be provided with lesson plans for each skill-developing class exercise, with handouts for students. Teaching notes will include suggestions for supporting students who are struggling with a skill, and ideas for how students who are already comfortable with a skill might be stretched. Each lesson plan will list any additional resources teachers might need such as: puppets, coloured paper, cameras, space for group work, and so on. In addition, Primary teachers will receive project guiding packs to help them guide their students through the various projects within the curriculum.

Lower Secondary students will be provided with extensive project packs for each project in the curriculum, guiding them towards independent project development. In Lower Secondary, skills will be developed through a combination of class exercises, for which teachers will receive lesson plans, and exploration and application through project development. Thus, as students move through the curriculum, they will be given the tools to explore and learn skills independently, reflecting on what they are learning and how, growing in metacognition. Teachers will be provided with additional teaching notes for the project packs, and will also be given lesson plans for teaching of skills to supplement and support project development.

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
1 Creative and critical thinking ■ **Problem solving** ■ **Curiosity and wonder** ■ **Critical thinking**	**1.1a:** Solve puzzles **1.1b:** Ask questions about causes and consequences **1.1c:** Reflect on their emotional reactions to information	**2.1a:** Complete a task without instructions of how to do so **2.1b:** Develop interests to explore **2.1c:** Identify illogical reasoning	**3.1a:** Identify opportunities for change **3.1b:** Create questions they want to answer **3.1c:** Synthesize information	**4.1a:** Identify more than one way to solve a problem **4.1b:** Discover wonders in various disciplines **4.1c:** Explain the reasoning for personal views and beliefs
2 Real-life skills ■ **Project management** ■ **Functional literacy** ■ **Research**	**1.2a:** Plan a simple individual project, such as a meal **1.2b:** Follow simple instructions, such as a simple recipe or game instructions **1.2c:** Choose a simple project to follow, such as a recipe to follow from a selection	**2.2a:** Discuss how to accomplish a project with friends **2.2b:** Give clear instructions, such as for a game or experiment **2.2c:** Distinguish fact from opinion	**3.2a:** Clarify the goal of a project **3.2b:** Write simple social notes, such as invitations and thank you cards **3.2c:** Find information in more than one resource	**4.2a:** Prioritize tasks to accomplish a goal **4.2b:** Understand basic personal financial concepts: savings and budgeting **4.2c:** Create questions to research
3 Communication and collaboration ■ **Communication** ■ **Leadership** ■ **Relationship building**	**1.3a:** Feel able to share their ideas with others and listen to their ideas **1.3b:** Notice when others are left out **1.3c:** Know how to be kind and make new friends	**2.3a:** Know when and how to ask for and give help **2.3b:** Discuss what would be a fair way of acting in different situations **2.3c:** See different points of view	**3.3a:** Explain a story plot clearly **3.3b:** Follow the instructions of peers and give peers instructions **3.3c:** Describe how someone might feel in different situations	**4.3a:** Practise active listening **4.3b:** Delegate responsibility to collaborators **4.3c:** Understand the power of words in making friends
4 Self-development skills ■ **Risk taking** ■ **Ethics** ■ **Motivation**	**1.4a:** Participate in free play **1.4b:** Model respect and courtesy to classmates **1.4c:** Discuss likes and dislikes of certain activities	**2.4a:** Try something new, without concern for the outcome **2.4b:** Reflect on how actions affect others **2.4c:** Discuss reasons for choices	**3.4a:** Judge possible risks in new environments and activities **3.4b:** Understand how to be a good friend and neighbour **3.4c:** Describe self and priorities	**4.4a:** Discuss stories of courage and risk in real life **4.4b:** Understand why and how to respect our natural environment **4.4c:** Identify positive self-traits

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
5.1a: Discuss moral dilemmas **5.1b:** Apply visual or performance art to learning **5.1c:** Analyze the implications of an action	**6.1a:** Understand different perspectives on a problem **6.1b:** Use creativity to improve the natural environment **6.1c:** Analyze counter-arguments	**7.1a:** Evaluate possible solutions **7.1b:** Participate in a local creative project **7.1c:** Understand the emergence of local traditions	**8.1a:** Mediate between peers on different sides of an issue **8.1b:** Contact experts to learn about their work **8.1c:** Reflect on competing perspectives	**9.1a:** Understand the interaction between local, national and global problems **9.1b:** Find a creative way to look at a problem **9.1c:** Evaluate arguments for logic and bias
5.2a: Distribute tasks among peers **5.2b:** Create communications to effect social change **5.2c:** Understand information presented in graphs	**6.2a:** Create a timeline for a project **6.2b:** Understand the basic financial ideas behind setting up a business **6.2c:** Evaluate research questions	**7.2a:** Be aware of project drawbacks and possible pitfalls **7.2b:** Use technology to communicate effectively **7.2c:** Evaluate and discuss different sources and their possible biases	**8.2a:** Plan a campaign to inform the public about a project **8.2b:** Know how social media can be used to advance a project and be aware of its dangers **8.2c:** Be aware of research ethics	**9.2a:** Create a proposal for a plan to improve a national problem, including measurements of success **9.2b:** Know how to present skills for employment purposes **9.2c:** Understand different research methods
5.3a: Speak effectively in front of audiences **5.3b:** Make decisions **5.3c:** Understand the roles of loyalty, kindness and honesty in relationships with others	**6.3a:** Understand rhetorical devices and their uses **6.3b:** Find ways to ensure teammates feel valuable **6.3c:** Understand the roles of reliability and commitment in relationships with others	**7.3a:** Know how to debate **7.3b:** Present ideas in a creative and inspiring way **7.3c:** Understand cultural differences and how these affect communication and relationships	**8.3a:** Understand why and how to adapt messages to the audience **8.3b:** Understand the leadership traits of some great leaders **8.3c:** Work on developing team-building strategies	**9.3a:** Share messages in a plethora of media **9.3b:** Understand how to demonstrate good leadership **9.3c:** Understand that tensions can occur in relationships and need to be addressed
5.4a: Set self-challenges **5.4b:** Understand how personal consumption affects others **5.4c:** Discuss the motivations for the actions of different historical characters	**6.4a:** Develop tools to support risk-taking **6.4b:** Reflect on justice in local and global contexts **6.4c:** Identify some personal goals	**7.4a:** Motivate others taking risks **7.4b:** Reflect on the human values of freedom, justice and community **7.4c:** Identify how personal actions may affect their local area	**8.4a:** Incolve themselves in a new area of their community **8.4b:** Reflect on how culture and ethics interact **8.4c:** Identify obstacles that limit personal ability to work	**9.4a:** Develop ways to manage failure **9.4b:** Consider their role as global citizens **9.4c:** Discuss local and global issues that affect personal motivation

Schemes of work

Schemes of work provide a clear structure for the delivery of the curriculum in each academic year, mapping out scope and sequence, and providing a teaching route which students can follow. They are available at both an overview (week-by-week) and detailed (lesson-by-lesson) level.

SCHEME OF WORK: YEAR 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Global skills development						Project: Creating a class recipe book					

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Global skills development						Project: Presenting a rainforest performance					

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Global skills development						Project: Countries around the world					

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Oxford
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Curriculum

Global Skills Projects

SCHEME OF WORK: YEAR 7

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Improving the way we access and use water											

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Improving the way we travel											

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Improving our cities											

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Curriculum aligned

Every learning objective mapped on to a week-by-week, lesson-by-lesson teaching plan

Multiple views

Schemes of work provided at both weekly and lesson-by-lesson level, for ease of planning

Lesson plans

Lesson plans provided for Global Skills Development weeks

SCHEME OF WORK: YEAR 7

Week	Lesson title	Learning outcomes
Improving the way we access and use water		
1	Introduction to GSP and the project	7.1b: Participate in a local creative project 7.4b: Reflect on the human values of freedom, justice and community
2	What is the problem with water?	7.1a: Evaluate possible solutions
3	Researching clean water access	7.1a: Evaluate possible solutions 7.2b: Use technology to communicate effectively
4	Researching water and choosing a focus	7.1a: Evaluate possible solutions 7.4a: Motivate others taking risks
5	Considering drawbacks and pitfalls	7.2a: Be aware of project drawbacks and possible pitfalls
6	Preparing to act	7.4a: Motivate others taking risks 7.2a: Be aware of project drawbacks and possible pitfalls
7	Putting the project into action	Real-world skills: Project management
8	Implementing the solution	7.4a: Motivate others taking risks
9	Preparing to share the work	7.3b: Present ideas in a creative and inspiring way
10	Sharing the work	7.2b: Use technology to communicate effectively 7.3b: Present ideas in a creative and inspiring way
11	Reflecting on the project	Self-development skills
12	Taking it further	7.4c: Identify how personal actions may affect their local area

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Lesson plans

YEAR 6
Week 1, Lesson 1: Introduction to Global Skills Project – Ice Escape!
Learning outcome: 6.1a

Context and Global Skills Projects Goal
- This lesson introduces children to the idea of project-based learning within the GSP context and to the skills they will learn in their Year 6, Term 1 project.
- The lesson sets out clear aims and goals for project work, and gives time for children to discuss these goals with their team members.
- The lesson highlights that in GSP, children are encouraged to try out new ideas. Project work focuses on exploration and collaboration rather than on the gathering of information.
- We envisage that this lesson will take 45 minutes to one hour to deliver, but this can be modified to suit your timetable.

Curriculum aligned

Every lesson highlights the learning outcomes it covers, linking back to the curriculum at a glance document

Lesson summary

As children work to free a toy from ice, they will learn that in GSP we look at the process of problem solving, collaboration, and reflection building, not just at the outcome.
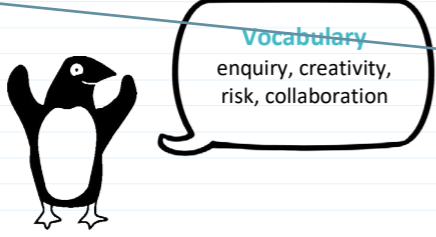
Joy of Learning

WB Wellbeing
- **6.4c:** Plan steps to help achieve their goals.
- **Active learning:** Children learn more and make better progress when they are physically active in lessons.

Materials and resources

Ice with a toy trapped inside. Salt, string, other random materials. Towels and buckets.

Project Pack: Ice Escape! *page 2*

Vocabulary
enquiry, creativity, risk, collaboration

Flexible

Indicative timings are given, but additional activities allow for customization, and differentiation suggestions are provided

Step-by-step

Guidance structured to navigate through the delivery of the lesson

Joy of learning

Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted

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Introductory activity

- Some children may be new to GSP, so start by welcoming them to Global Skills Projects (GSP). Explain that, in this course, they will complete a series of projects. Each project looks at a problem, and they will work together in teams to come up with a creative and effective way to help solve that problem.
- Explain that while finding a solution is important, in GSP it is more important to explore, question, and test their ideas, try new methods, work in collaboration with peers, and share and reflect on what they have learned. This is why we do not give solutions to children, but encourage them to find their own.
- Point out the text of the project pack which highlights the following in GSP:
  - Each problem can have many solutions!
  - We want children to try new ideas, be creative!
  - We want children to work with their team – help those who need help, learn from those who know more!
  - We want children to ask questions! Think outside the box!
  - GSP children are: creative, brave, thoughtful, kind, hard working!
  - GSP thinking is creative, adventurous, resilient, collaborative, ethical.

Main activity

- To try out GSP thinking, children will be divided into project teams. Each team will be given a toy trapped in a piece of ice. Their project for today is 'How to help the toy escape the ice?' They have 20 minutes to work on this with their team. While the children work on freeing the toy, visit each group and encourage their creative, critical thinking, collaboration, and communication. Ask children how the group decided their strategies and make sure all team members are heard, what possible problems they might face.
- After 20 minutes, stop the 'Ice Escape' activity and review outcomes.
- Point out to children that, while the outcome might be the same for every group – all the toys are out of the ice – the solution each team chose, and how they reached their solution, was probably different. Some teams might have started by discussing their options, others might have tried every option in turn, some might have taken turns to try different techniques, some might have used salt, others heat.
- Explain that this is how project work takes place. There are many possible solutions, and many ways to decide on a solution. In the process of finding solutions we learn skills such as cooperation, communication, testing ideas.
- Encourage children to share some of the skills they feel they learned or used in the 'Ice Escape' micro-project. Point out some of the skills you noticed such as children being aware of time limits (20 minutes) and, therefore, coming up with a timeline for the project; or children asking questions about the best way to make progress, in other words, asking research questions. Write these skills on the board.
- Explain that some of the skills they will be working on during their project this term will include:
  - Creative skills: Thinking creatively about a problem – how will they help people become healthier?
  - Real-life skills:
    - Choosing good research questions (Learning objective 6.2c) – how will they decide what they need to research about health?
    - Creating a timeline for a project (Learning objective 6.2a) – how will they make sure the project gets finished on time?

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Project packs

Project Packs are designed to guide students through the process of creating a project, providing a structure within which they can express their creativity, and increasingly develop their own learning journeys.

These packs introduce project themes, bringing topics to life, and encourage students to place them into a local and global context. While there are many different pathways through a given topic, the project packs guide students through a clearly-defined process of crearting a solution to a given problem.

Process sheets ensure that students are able to reflect on each stage of the process, enabling students to develop their creativity, critical thinking and communication skills.

Complementary teacher-facing project pack material delves deeper into the skills students can be encouraged to develop throughout the course of their projects, linking to the curriculum's learning outcomes, and the Global Skills Projects Assessment Framework.

Lesson plans are also provided to lay the foundations for project-based learning, and ensure students develop the skills they need to succeed:

- In Years 1-3, lesson plans are provided for the first siz hours of teaching time in a given term. The remaining six hours are devoted to project work, supported by the project pack; these sessions continue to teach Global Skills, while helping the children develop towards more independent project work.

- In Years 4-9, each term is structured around a project, with teaching of Global Skills integrated into each part of the project's development, following the IDEAS framework and supported by the Student Project Packs. As students progress from Year 4 to Year 9, guidance on the project decreases as students become more independent, but teaching of skills remains constant.
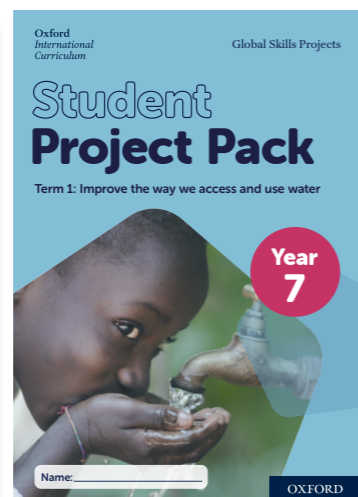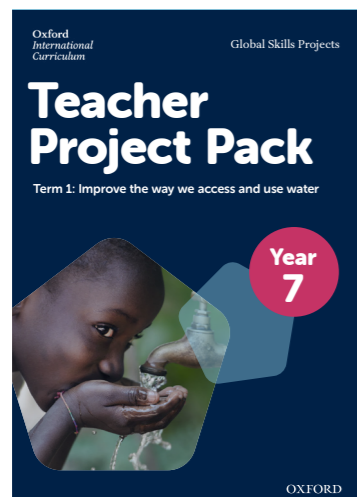
Project Guidance

Global Skills Projects are rich and exciting learning opportunities for students, teachers, and even for community members. As such, a spirit of gentle communication, camaraderie and sharing needs to be built, so that students feel able to share unconventional ideas and try out skills they have yet to master. Teachers play a key role in helping to nurture this community spirit while encouraging student attempts, highlighting needed skills, and helping students learn from, and continue past, shortfalls. As students develop their projects the job of the teacher is to note, and help students understand, what skills they have learned and what skills need further development. This will be the core of their formative assessment through project work.

As Lower Secondary students undertake more independent, advanced, and interdisciplinary work, the Global Skills Projects curriculum can serve as an opportunity for interdisciplinary collaboration within the school. For Lower Secondary Projects, students could seek feedback on their project from an 'Expert Team' made up by teachers from two or more disciplines, who can give feedback to students kindly and thoughtfully, in a similar role to investors or policy makers giving feedback to new proposals.

Assessment information

Global Skills Projects focuses on formative assessment, where skills are developed in thoughtful interactions between students, teachers, and community members. The curriculum has been designed to provide teachers, students, and their families with an understanding of students' needs and progression with formative assessment and self-assessment as integral parts of class exercises and project work.

The curriculum supports students as they learn and develop manifold skills, including creativity, risk-taking, and critical thinking. Whilst students should receive useful guidance on various skills and how these might be used and improved in their projects, they should not be graded on the outcome of their projects.

The focus should be on the richness of creativity, exploration, research, teamwork, and sharing that went into the project, and project guidance should be approached as a constructive part of the creation process, rather than as a summative assessment upon project completion. Schools are encouraged to create a safe space where students are not penalised for trying out new skills, walking novel paths, setting ambitious goals. Students are encouraged to be brave creators, who thoughtfully experiment, and then honestly and critically evaluate their own choices. Competency-based skills assessment looks at students' awareness and understanding of global skills, and their application of these. Self-assessment is an integral part of this, both through core subjects and in the Global Skills Projects curriculum, encouraging metacognition.

Global Skills Projects assessment framework

Students can be assessed at one of three levels:

- **Developing:** The student has made some progress but has not yet achieved the specified learning outcome.

- **Secure:** The student has fully achieved the learning outcome.

- **Extending:** The student has exceeded the learning outcome and achieved additional skills or deeper understanding beyond those specified.

These criteria allow the teacher to acknowledge the achievement of all students including those with additional learning needs. They provide a sound framework to confirm that the class as a whole has reached mastery of the universal learning outcomes and a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

YEAR ONE

Introduction

Assessment modes will be age-appropriate. Year 1-3 students, who learn most richly through play, will be taught and assessed through games, which will also encourage self-assessment as a process of joyful self-discovery.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 1. During the year, every student will:

1.1a: Solve puzzles

1.1b: Ask questions about causes and consequences

1.1c: Reflect on their emotional reactions to information

1.2a: Plan a simple individual project, such as a meal

1.2b: Follow simple instructions, such as a simple recipe or game instructions

1.2c: Choose a simple project to follow, such as a recipe to follow from a selection

1.3a: Feel able to share their ideas with others and listen to their ideas

1.3b: Notice when others are left out

1.3c: Know how to be kind and make new friends

1.4a: Participate in free play

1.4b: Model respect and courtesy to classmates

1.4c: Discuss likes and dislikes of certain activities

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing), proficiency (secure) and exceeding expectations (extending).

1.1a: *Solve puzzles*

Help students see themselves as problem solvers, encouraging them when they try to solve problems. Problems might be in board games, team games, in assignments, in finding resources to complete a project. Supports critical thinking, project management and self-awareness.

Developing: The student demonstrates interest in solving puzzles, seeks out puzzles and makes attempts at solving them.

Secure: The student seeks multiple ways to solve puzzles, when feasible.

Extending: The student creates new puzzles, helps others work out ways of solving puzzles and shares puzzles with others.

1.1b: *Ask questions about causes and consequences*

Some students will innately want to understand the 'why' and 'how' of many things, while others will need to be encouraged to start to ask about, rather than take for granted, information given. Curiosity can be encouraged during literary discussion, by modelling questioning in the classroom and by setting up questioning games.

Developing: The student asks questions with prompting and starts to ask questions without prompting.

Secure: The student asks questions about how and why things happen, or how and why things work.

Extending: The student can phrase questions about causes and consequences, and demonstrates interest in finding out more.

1.1c: *Reflect on their emotional reactions to information*

Critical thinking starts by realizing that we might not inherently know everything and that what we think we know might only be an emotional reaction. We need to look beyond our first reactions and our emotions to engage with information rationally. To do this our students need to learn to be aware of their emotions, what makes them angry, sad, happy, and start to ask why.

Developing: The student understands some feelings and what causes them, with help and explanation; the student progresses to needing only a small amount of help and occasional prompts.

Secure: The student recognizes that information can cause emotional reactions; the student tries to see past emotion to understand information.

Extending: The student recognizes and questions some new feelings; the student reflects thoughtfully and constructively on events before reacting.

1.2a: *Plan a simple individual project, such as a meal*

Often students are already undertaking small projects on their own (e.g. building a rocket with modelling clay) and teachers will be helping them start to see the steps they are taking in the planning and undertaking of the project. Other students might need encouragement to choose, plan and undertake these simple projects, which can fall under any realm of play or academic subjects.

Developing: The student shows basic understanding that a project has multiple steps and starts working on different parts; the student might need help with the order of steps, or to break the process into manageable portions.

Secure: The student can describe the steps needed for an individual project in a logical order.

Extending: The student can come up with more than one strategy to accomplish a project.

1.2b: *Follow simple instructions, such as a simple recipe or game instructions*

Following instructions requires concentration and translating information presented in the form of pictures, oral instructions or writing into action (depending on students' needs and abilities). Some students will need more help and practice with this than others, but all are most likely to learn and enjoy the process if the instructions chosen are relevant to them – for a game or activity they WANT to do – and the process of following the instructions is playful and relaxed.

Developing: The student follows instructions or a recipe with help and makes progress in following instructions or a recipe with limited help.

Secure: The student can work out instructions without help and follows them accurately.

Extending: The student seeks ways things could be done differently or improved.

1.2c: *Choose a simple project to follow, such as a recipe to follow from a selection*

The research process starts by fomenting natural curiosity and realizing that this curiosity can follow a plethora of paths. In this learning objective we want to show young students that they can choose how to follow their interests and help them start to see themselves as researchers. This skill is also taught in our core curriculum as young students are given options to follow in their readings.

Developing: The student chooses a project from a choice with varying degrees of help and encouragement.

Secure: The student can compare various options and choose one with some reasoning.

Extending: The student can make further comparison of different options and might ask questions for clarification; the student chooses a project based on clear criteria, and can share and discuss this criteria.

1.3a: *Feel able to share their ideas with others and listen to their ideas*

Students will be at different levels in their ability to translate ideas into words. Gentle encouragement is needed as they verbalize thoughts, exploring both factual information and emotional reactions. A caring, safe environment is key for this objective, which can also be practised in all core subjects.

Developing: The student shares ideas and listens to others with help and encouragement; the student progresses in this area to need only occasional prompts.

Secure: The student shares ideas and listens to others' ideas; idea sharing might include not only verbal sharing but also communication through arts and other means.

Extending: The student helps others to share their ideas.

1.3b: *Notice when others are left out*

The starting point of ethical leadership is noticing others who need help and finding ways to help them. We want to encourage this awareness in our students, starting with their local, school community and moving through the years to our global community.

Developing: The student starts to take notice of others with help and tries to recognize their feelings; the student recognizes the feelings of others and starts to understand them with help.

Secure: The student recognizes the feelings of others, feels empathy for them and acts to include them.

Extending: The student encourages others to include their classmates in activities.

1.3c: *Know how to be kind and make new friends*

Kindness is central to the GSP curriculum as it is central to building a culture of exploration, sharing and risk-taking. While some of our students might innately know how to show their kindness, we are keen to give students tools to recognize and share kindness, such as kind words, tools to develop patience, welcoming words and words of gratitude.

Developing: The student understands what kindness might involve and recognizes kind acts in others with help; the student starts to feel and act kindly towards others without prompting.

Secure: The student understands the importance of being kind and friendly, and of empathising with others.

Extending: The student helps others to make new friends.

1.4a: *Participate in free play*

There are numerous skills learned most effectively, and sometimes solely, through free play. Free play allows teachers to observe students' natural interests and skills, allows students to risk experimenting with new games and with new social connections, and to gain confidence from working things out for themselves.

Developing: The student, when prompted, seeks activities to undertake and begins to seek activities unprompted.

Secure: The student confidently creates his/her own games.

Extending: The student plays freely, sometimes asks others to join and discusses what the game involves.

1.4b: *Model respect and courtesy to classmates*

Students need to become increasingly aware of their own actions and their impact on others around them. This overlaps with relationship building and other empathy-developing skills, and helps students recognize behaviours in themselves and others, and build an awareness of how to make a positive impact on others.

Developing: The student understands what it is to act respectfully, and acts respectfully towards others most of the time, with some reminders.

Secure: The student routinely acts in a way that demonstrates respect for the wellbeing of others.

Extending: The student acts politely and respectfully towards others, and helps and encourages others to also practise respect.

1.4c: *Discuss likes and dislikes of certain activities*

This learning objective builds awareness of students' personal preferences. It helps them to question what they like and dislike, and to think about the reasons why. It is the very foundation for self-motivation. It also develops communication skills as well as self-awareness.

Developing: The student recognizes and understands feelings about certain activities; the student is able to start verbalizing likes and dislikes and to investigate the reasons for these.

Secure: The student increasingly recognizes, understands and tries to explain feelings and reasons for not liking certain activities; with help, the student can discuss these calmly and clearly.

Extending: The student begins to understand internal motivation for some actions; the student also understands why some actions, even if necessary or useful, might appear less appealing.

YEAR **TWO**

Introduction

Assessment modes will be age-appropriate. Year 1-3 students, who learn most richly through play, will be taught and assessed through games, which will also encourage self-assessment as a process of joyful self-discovery.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 2. During the year, every student will:

2.1a: Complete a task without instructions of how to do so

2.1b: Develop interests to explore

2.1c: Identify illogical reasoning

2.2a: Discuss how to accomplish a project with friends

2.2b: Give clear instructions, such as for a game or experiment

2.2c: Distinguish fact from opinion

2.3a: Know when and how to ask for and give help

2.3b: Discuss what would be a fair way of acting in different situations

2.3c: See different points of view

2.4a: Try something new, without concern for the outcome

2.4b: Reflect on how actions affect others

2.4c: Discuss reasons for choices

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

2.1a: *Complete a task without instructions of how to do so*

Encourage students to be resourceful and creative. This might come naturally to some students who try out games without knowing the rules, while other students might need to be encouraged to approach an open-ended activity more adventurously. Overlaps with risk-taking and self-knowledge.

Developing: The student attempts to complete a task without instructions even if it doesn't succeed; positive progress might include demonstration of curiosity, persistence, controlling frustration and trying different approaches.

Secure: The student is able to complete a task without instructions; the student demonstrates curiosity and persistence.

Extending: The student seeks out tasks to work out; the student encourages others to keep trying or try different approaches.

2.1b: *Develop interests to explore*

We want to give students space to develop and explore their own interests. These unique interests are likely to serve as the basis for future explorations, independence, and the development of concentration and perseverance. Individual interests can be explored during free play time, where resources can be freely explored. Students who demonstrate their own interests can be encouraged and they might serve as inspiration for their peers. Student interests need not be academic and might include the arts, nature exploration and various games.

Developing: The student demonstrates some interest in a pursuit, for instance attempting to understand or explore a topic or skill even if they require help and encouragement.

Secure: The student demonstrates curiosity and wonder in the development of interests; the student demonstrates an active interest in pursuits, open-mindedness and a desire to pursue interest(s) further.

Extending: The student demonstrates further interest, seeking to understand in more depth or expand a skill to a greater level; the student shows curiosity and commitment.

2.1c: *Identify illogical reasoning*

When retelling a story or working through a maths problem, some students will be able to identify missing or mistaken steps which lack logic. Other students will need help to play with missing steps – to understand why they are needed, or to try out different possibilities to understand which are logical or not. These exercises lay the foundation for critical thinking: trying out different options, noticing outcomes, reviewing evidence.

Developing: The student might recognize illogical steps in reasoning, or false conclusions, with help.

Secure: The student demonstrates a reasoning process that can identify lack of logic in drawing conclusions or missing steps in arguments.

Extending: The student has a more sophisticated understanding of logic, which includes understanding of bias.

2.2a: *Discuss how to accomplish a project with friends*

This objective interacts with communication, helping students to think about and verbalize the multiple steps of undertaking a project, and discuss these with peers. In discussion, students start to see different perspectives and consider diverse ways to reach a solution. Projects to be discussed can involve those set by GSP, or others such as setting up games or science experiments, thus building on students' core subject learning.

Developing: The student's progress includes positive attempts made to join discussions about components of a project and possible paths of project development.

Secure: The student can clearly understand components of a project and explain these to others, as well as understand others' description of a project.

Extending: The student has an excellent ability to communicate what is needed for the project and to listen to teammates' input.

2.2b: *Give clear instructions, such as for a game or experiment*

Giving instructions encourages students to think carefully about all the steps needed in a process. Some students might skip steps, thinking them obvious, while other students might be unaware of some necessary steps. This learning objective helps students develop their analytical skills, communication skills and their critical thinking as they seek to see a process from the perspectives and needs of others. These skills can also be practised in the core subjects, for example explaining how a science experiment should be conducted.

Developing: The student attempts to understand instructions clearly and to communicate effectively; the student may need help and encouragement.

Secure: The student understands clearly what he/she is trying to communicate and does so effectively.

Extending: The student might have particular empathy towards an audience's needs in the explanation; the student can communicate directions in multiple ways and find new ways to share information.

2.2c: *Distinguish fact from opinion*

Understanding the difference between facts, which can be tested, and opinions, which are assertions which may or may not be based on facts, is a foundation of research, critical thinking and powerful communication. Some students might need help understanding that authority figures can present opinions rather than facts. This class overlaps with the scientific method covered in our science curriculum and with critical discussions in the social sciences and literature.

Developing: The student starts to question what he/she is told; the student starts to understand the differences between fact and opinion, and how to start to work them out.

Secure: The student carefully considers how to distinguish fact from opinion, asks intelligent and searching questions, and questions what he/she is told when necessary.

Extending: The student understands that facts can be tested, and engages critically with information and sources.

2.3a: *Know when and how to ask for and give help*

This objective overlaps with self-awareness. One of the students' first needs as part of a community is to be able to ask for and give help. Help might be needed for academic work, for social support, for project development. Clarifying where and how help is needed is a powerful tool. Being able to understand how others need help will not only help students as communicators but also as ethical agents, overlapping with ethics, leadership and relationship building.

Developing: The student asks for help but might need reminding how to ask politely; the student is starting to be aware of others' needs for help; the student makes some attempts at helping others.

Secure: The student demonstrates awareness of his/her own needs and how to communicate them; the student demonstrates awareness of others' needs and a willingness to help.

Extending: The student pre-empts others' needs for help; the student is able to clearly communicate their own needs and discuss them.

2.3b: *Discuss what would be a fair way of acting in different situations*

The search for fairness is an innate human drive. We want to help students discuss their views of what is fair and why, to help them sharpen their understanding of fairness as they take into consideration the views and needs of other people. This can be done as they discuss their projects, in the playground, or as they discuss stories in history, science or literature.

Developing: The student attempts to understand fairness; to reason and to explain reasoning.

Secure: The student demonstrates some understanding of fairness; the student is able to communicate thoughts and reasoning for opinions; the student is able to understand that fairness differs by situation.

Extending: The student has a more sophisticated understanding and reasoning; the student tries to apply views of fairness in play and learning; the student seeks to discuss fairness with others in an organic way.

2.3c: *See different points of view*

To build kind, selfless friendships, we need to see the world through the eyes of our friends. This requires critical thinking skills, empathy and creativity. Students can practise this in conversation with others in their working groups, by discussing stories they have read and by studying foreign cultures and customs.

Developing: The student attempts to understand other views, with varying degrees of encouragement and explanation.

Secure: The student can see different points of view at a personal level; the student may begin to understand different points of view at an aggregate level.

Extending: The student can see different points of view and also understand how aggregate values, such as religion or nationality, can affect points of view.

2.4a: *Try something new, without concern for the outcome*

Some students are more reticent to try out new activities, approach new people, seek out new books, etc. The GSP curriculum creates opportunities to try something new, with emphasis on the excitement and power of trying rather than on any particular outcome. Trying something and deciding the activity was not pleasant and not to be tried again, at least for some time, can be as valuable as trying and enjoying something new.

Developing: The student's progress might include trying hard to overcome anxiety or nervousness about results, some level of courage and/or determination.

Secure: The student demonstrates courage in trying something new despite the risk of the result not being perfect.

Extending: The student goes on to try more new things confidently and encourages others.

2.4b: *Reflect on how actions affect others*

Awareness of one's own actions, and empathy for others around us, are essential skills in GSP. In learning to reflect on their own behaviours, and to notice and ultimately predict how they might affect others, students will sharpen their critical thinking, use their imagination and develop an ethical outlook.

Developing: The student has varying success in attempts to reflect on how personal actions affect others; varying degrees of help and encouragement are required.

Secure: The student is able to reflect on how personal actions affect others.

Extending: The student has more sophisticated reflection and understanding; the student independently takes time to reflect; the student is able to learn from mistakes in a positive manner; the student is able to reflect on how the actions of others have affected them.

2.4c: *Discuss reasons for choices*

In discussing their reasons for certain choices, students will find themselves thinking and reflecting more deeply on their choices, and learning to think decisions through. They will be able to become clearer on their own preferences and start to think with an open mind about other possibilities.

Developing: The student attempts to understand why he/she makes certain choices; the student has varying degrees of success in communicating and discussing this.

Secure: The student understands why he/she makes certain choices and is able to discuss and explain these reasons.

Extending: The student reflects on whether choices are good ones, and makes positive attempts to make good choices based on reasoning.

YEAR **THREE**

Introduction

Assessment modes will be age-appropriate. Year 1-3 students, who learn most richly through play, will be taught and assessed through games, which will also encourage self-assessment as a process of joyful self-discovery.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 3. During the year, every student will:

3.1a: Identify opportunities for change

3.1b: Create questions you want to answer

3.1c: Synthesize information

3.2a: Clarify the goal of a project

3.2b: Write simple social notes, such as invitations and thank you cards

3.2c: Find information in more than one resource

3.3a: Explain a story plot clearly

3.3b: Follow the instructions of peers and give peers instructions

3.3c: Describe how someone might feel in different situations

3.4a: Judge possible risks in new environments and activities

3.4b: Understand how to be a good friend and neighbour

3.4c: Describe self and priorities

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

3.1a: *Identify opportunities for change*

Help students see new situations as opportunities to improve things rather than as unchangeable realities. Through class exercises, discussion in the core disciplines and project work, we help students identify problems in current structures: if a problem can be identified, solutions for it can be sought. This is the basis for critical thinking.

Developing: The student attempts to identify new/better ways of doing something, even if not successful.

Secure: The student is able to identify where a problem exists and see it as an opportunity for improvement.

Extending: The student demonstrates more sophisticated understanding of a problem, and opportunities and/or attempts to remedy these.

3.1b: *Create questions you want to answer*

This goal builds on 1.1b and 2.1b; as students mature and begin to expand on what they want to learn about, they start to focus their interests and go beyond given resources to independent research. As students create their own questions, they will become independent thinkers and motivated by their curiosity.

Developing: The student has some curiosity and/or wonder and an attempt to open-mindedly question things.

Secure: The student demonstrates curiosity and/or wonder in desiring to know answers to his/her questions.

Extending: The student demonstrates further and deeper questioning; the student has a desire to know many things, and to search for the questions that can lead to that knowledge.

3.1c: *Sythesize information*

Distilling the key points from information sources will help students as they undertake larger projects and longer pieces of research. Here we help students develop this skill through practising with various resources as they plan their projects.

Developing: The student is able to understand the main argument in a piece, with some support.

Secure: The student is able to summarize the main points from information given at different times or from different sources.

Extending: The student is able to bring together information from different sources to build a coherent argument.

3.2a: *Clarify the goal of a project*

As students mature, we support their ability to undertake more complicated projects with a larger number of steps and help them to think through these steps in an ordered fashion, developing the functional skills they will need for further academic, professional and personal success. As they break down large projects into smaller pieces, they will also feel more able to tackle larger projects, growing in confidence. As students decide on their own goals, they develop their self-motivation. This skill can be developed in the core subjects as students plan their class assignments.

Developing: The student understands the need to have an end goal.

Secure: The student is able to articulate an end goal for a project and the reasons for this goal.

Extending: The student can see multiple reasons for a project and can understand short-, medium- and long-term goals.

3.2b: *Write simple social notes, such as invitations and thank you cards*

This learning objective overlaps with ethics, communication and relationship building. It supports students in understanding why and how to communicate with others, and the power their communication has. It lays the foundation for communication skills that are necessary for professional success and for personal wellbeing, as students learn to translate their feelings into words for others.

Developing: The student attempts to write clearly and appropriately, with varying degrees of help and explanation needed.

Secure: The student is able to write a simple note clearly and appropriately.

Extending: The student is able to write more thoughtful or sophisticated notes; the student fully understands the reasons for writing these notes.

3.2c: *Find information in more than one resource*

Helping students become independent thinkers and researchers requires that they learn how to find data. Through fun library hide and seek activities, students will become familiar with how to find resources and start to learn about more or less trustworthy sources.

Developing: The student attempts to understand what information is needed and considers different places to find it.

Secure: The student has a clear understanding of what information is needed and how to find it in more than one resource.

Extending: The student is able to find information in multiple resources.

3.3a: *Explain a story plot clearly*

Describing a plot helps students clarify the relevant parts of a story, see a story from different perspectives, review the logic in the progression of events, expand their vocabulary and verbalize their assumptions. This exercise can be practised in social studies or in literature.

Developing: The student attempts to understand and communicate a plot.

Secure: The student is able to understand a story plot and to explain it clearly to others.

Extending: The student has a more sophisticated explanation and understanding of the audience.

3.3b: *Follow the instructions of peers and give peers instructions*

Giving and taking instructions requires thoughtful communication and humility. It requires one to listen attentively and to communicate carefully. Games and activities where students need to guide peers and be guided help them to develop a plethora of skills which will support them to grow as leaders.

Developing: The student listens to the instructions of others, sometimes with encouragement and help; with support, the student guides others with instructions and guidance.

Secure: The student can give instructions to others in a clear and kind manner; the student can listen to what others suggest and follow along if appropriate.

Extending: The student understands the need to vary instruction level and complexity by audience; the student can understand the social and emotional value of listening to the instructions of others.

3.3c: *Describe how someone might feel in different situations*

Beyond rationally understanding a different point of view, this learning objective encourages our students to develop empathy for the feelings of others. This is a central key to developing human connections, to develop a moral compass and to grow as leaders. Discussing how others might feel also requires creativity and the development of communication skills. It might also require that students engage with cultural differences.

Developing: The student makes attempts at empathy and tries to understand how someone might feel in different situations.

Secure: The student can reason and describe how others might feel in different situations.

Extending: The student displays deep empathy and understanding, and the clear ability to communicate how others might feel.

3.4a: *Judge possible risks in new environments and activities*

As students' worlds expand, they will have more opportunities to try out new skills, activities and social gatherings. Assessing the possible risks in these activities is important. Students are to be guided to a fair assessment of risk – away from an anxious overemphasis on danger, and also away from a lack of awareness of risk. This skill clearly overlaps with knowledge developed through scientific study (lab safety) and can also be developed through discussions in the social sciences, by spending time in the natural world, or by analysing playground behaviour.

Developing: The student attempts to reason and judge possible risks (either trying to overcome unreasonable fear, or controlling self from taking unreasonable risks).

Secure: The student demonstrates effective reasoning in judging risks (neither being too fearful nor taking foolish risks).

Extending: The student thinks ahead and assesses potential; the student discusses reasoning with others.

3.4b: *Understand how to be a good friend and neighbour*

Through recognizing behaviours in stories of good and bad examples, students can build an idea of what being a good friend and neighbour involves. This can be practised through real-life situations, whole-class focus and practice, and/or role-playing, creative writing and drama. By understanding what makes a good friend or neighbour at the personal, local level, students have a foundation to later reflect on good relations at more abstract, national or global levels.

Developing: The student understands various ways to be a good friend and neighbour, and recognizes examples in others with some prompting.

Secure: The student tries to be a good friend and neighbour, and appreciates when others attempt the same.

Extending: The student seeks new ways to be a good friend and neighbour and tries to model these for others.

3.4c: *Describe self and priorities*

As students become more aware of their own preferences and choices, they will be able to draw a more detailed picture of their own character, picking out what is important to them and why. This will help build self-confidence, positive self-awareness and critical thinking about their own choices and actions. What kind of a person do they want to be?

Developing: The student, with support, attempts to understand who he/she is and what is important to him/her and why.

Secure: The student has some understanding, with help and support, of who he/she is and what is important to him/her and why.

Extending: The student has a more sophisticated understanding of self, awareness of personal likes, communities of belonging and priorities.

YEAR **FOUR**

Introduction

Assessment modes will be age-appropriate. Class exercises and projects for year 4-6 students will include space and guidance for formative assessment. They will also be guided in self-assessment and peer feedback.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 4. During the year, every student will:

4.1a: Identify more than one way to solve a problem

4.1b: Discover wonders in various disciplines

4.1c: Explain the reasoning for personal views and beliefs

4.2a: Prioritize tasks to accomplish a goal

4.2b: Understand basic personal financial concepts: savings and budgeting

4.2c: Create questions to research

4.3a: Practise active listening

4.3b: Delegate responsibility to collaborators

4.3c: Understand the power of words in making friends

4.4a: Discuss stories of courage and risk in real life

4.4b: Understand why and how to respect our natural environment

4.4c: Identify positive self-traits

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

4.1a: *Identify more than one way to solve a problem*

Problems need creative solutions. We encourage students to look at things differently, to try unconventional solutions. This can apply to everything from solving maths to discussing how history might have changed if different actions had been chosen at various points.

Developing: The student seeks to understand a problem; the student accepts that there is not just one solution; the student has varying degrees of curiosity and open-mindedness in seeking ways to solve it.

Secure: The student can understand a problem and demonstrate creativity and open-mindedness in finding ways to solve it.

Extending: The student demonstrates more creative ways of approaching problems; the student helps others see how they might approach things differently.

4.1b: *Discover wonders in various disciplines*

This goal encourages students to find fascination and wonder in areas they might not think to find it, to broaden their horizons and look at things they might think they are not good at or interested in, and find things that interest them there.

Developing: The student has varying degrees of open-mindedness towards different things; pleasure in discovering things – moving towards joy.

Secure: The student approaches different subject areas with joy and open-mindedness; the student has an appreciation of the things around them.

Extending: The student has an ability to see the 'bigger picture'; the student finds joy from a wide range of things.

4.1c: *Explain the reasoning for personal views and beliefs*

Understanding our own beliefs and views is a lifelong process of critical thinking and self-awareness. To ensure we are kind, correct and wise, we need to question what we believe. Did we pick up these beliefs from our surroundings? Have we considered factual evidence? What implications do our beliefs have? This learning objective overlaps with critical thinking, communication, relationship building and ethics.

Developing: The student has some understanding and ability to explain personal views and beliefs, with varying degrees of reasoning.

Secure: The student demonstrates clear understanding and explanation of most personal views and beliefs, and the ability to reason them through.

Extending: The student has more sophisticated understanding and reasoning for personal beliefs.

4.2a: *Prioritize tasks to accomplish a goal*

As students undertake more complicated projects, or multiple projects, the need to prioritize tasks becomes key, and requires critical thinking and long-term vision. These skills can be learned during project development and can also be highlighted in core subjects, such as in following order of operations in maths, or in plotting and writing a story in English.

Developing: The student has some understanding of what is required to accomplish a goal, and what the priorities might be, with varying degrees of help and encouragement.

Secure: The student is able to understand what is required to assess what the main priorities are in achieving a goal, and act on them.

Extending: The student demonstrates prioritization in different settings.

4.2b: *Understand basic personal financial concepts: savings and budgeting*

Understanding basic financial concepts is necessary for survival in our modern world. We want GSP students to be able to understand how financial institutions work, and how they can make good and ethical use of them.

Developing: The student demonstrates some level of understanding of saving and budgeting, with varying degrees of help and encouragement.

Secure: The student demonstrates understanding of basic concepts of saving and budgeting.

Extending: The student demonstrates clear understanding of saving and budgeting, and even of more sophisticated concepts such as investing.

4.2c: *Create questions to research*

This overlaps with GSP Creative Skills, where we support students as they grow as creative thinkers. At this level we want to help students learn to develop unbiased, focused, researchable questions that are inspired by their unique interests to ensure personal motivation.

Developing: The student demonstrates basic understanding of stating a question to investigate.

Secure: The student is able to create a question that usefully leads to research; the question might need further sharpening with help.

Extending: The student is able to create a focused, clear and relevant research question.

4.3a: *Practise active listening*

Communication is as much about listening as about speaking. Good listeners do not just wait for their turn to speak, but try to understand the speaker's information and, at a more advanced level, understand why the speaker as a person holds the values they do. Active listening involves paying close attention, demonstrating attention with body language and asking thoughtful questions that further everyone's understanding.

Developing: The student demonstrates awareness of the need to listen and tries to do so.

Secure: The student demonstrates the willingness and ability to listen carefully to others, showing speakers respect and engagement.

Extending: The student takes turns speaking and listening in different settings; the student demonstrates attention with body language and asks thoughtful questions.

4.3b: *Delegate responsibility to collaborators*

Delegating responsibilities requires students to understand the steps needed in a process, to understand the abilities and needs of collaborators, and to trust others to complete parts of a project. Delegating while ensuring all collaborators feel valued and understood is particularly important and links with relationship building and communication.

Developing: The student shows some level of trust and teamwork in attempts to delegate responsibility to others; the student may need to be encouraged.

Secure: The student demonstrates trust in others and the ability to work in a team by delegating responsibility to others.

Extending: The student understands the need and usefulness of breaking up activities into parts and engaging others; the student understands how to delegate responsibility, considering the abilities and feelings of others.

4.3c: *Understand the power of words in making friends*

This skill overlaps with communication as students sharpen their language to support the building of relationships. We seek to help students understand the relevance of their language and to think critically about the words they use in different contexts. As they work on this skill, their overall mastery of language will improve.

Developing: The student has differing levels of understanding and demonstration of kind and encouraging words towards others.

Secure: The student demonstrates understanding by using kind and encouraging words to others.

Extending: The student uses friendly, kind, gentle and encouraging words towards others in a range of contexts.

4.4a: *Discuss stories of courage and risk in real life*

GSP seeks to give students a plethora of real-life examples to draw from as they build their skills for the future. By discussing stories of heroes of the past and present, students can see the relevance of risk-taking and courage, be inspired to expand their limits and see how risk-taking is performed.

Developing: The student shows signs of understanding what courage is, how others demonstrate it and how to assess it.

Secure: The student is able to understand and recognize courage in characters and to assess the risks they took with clear understanding.

Extending: The student has a more sophisticated understanding and assessment of courage itself and of others' actions in different situations.

4.4b: *Understand why and how to respect our natural environment*

Ethics in the 21st century cannot be complete without considering our role towards our environment. Understanding the reasons our natural environment need to be respected, and building the senses of pleasure and responsibility in doing so, requires a concrete application of critical thinking, creativity and risk-taking.

Developing: The student understands what the natural environment is, the basics of why it is important and basic ways to respect it, such as limiting consumption.

Secure: The student has an understanding of the natural environment, how and why it needs to be protected, and practises protecting the environment in various instances.

Extending: The student has a complex understanding of the natural environment and the many ways it can be protected or damaged; the student seeks to share this knowledge with peers and community members.

4.4c: *Identify positive self-traits*

The more students build their self-understanding, the more they will be able to identify character traits in themselves. It is important to understand those that need working on as well as the positive ones, but by identifying positive traits students can build on these, enjoy using them and use them to help others.

Developing: The student has a basic understanding of character traits, with help and support.

Secure: The student has a growing understanding of different character traits that can be developed, and is able to identify and explain their own character.

Extending: The student has a more sophisticated understanding of self-characteristics, and attempts to understand themselves and others more.

YEAR **FIVE**

Introduction

Assessment modes will be age-appropriate. Class exercises and projects for year 4-6 students will include space and guidance for formative assessment. They will also be guided in self-assessment and peer feedback.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 5. During the year, every student will:

5.1a: Discuss moral dilemmas

5.1b: Apply visual or performance art to learning

5.1c: Analyze the implications of an action

5.2a: Distribute tasks among peers

5.2b: Create communications to effect social change

5.2c: Understand information presented in graphs

5.3a: Speak effectively in front of audiences

5.3b: Make decisions

5.3c: Understand the roles of loyalty, kindness and honesty in relationships with others

5.4a: Set self-challenges

5.4b: Understand how personal consumption affects others

5.4c: Discuss the motivations for the actions of different historical characters

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

5.1a: *Discuss moral dilemmas*

Discussing moral dilemmas help students stretch their problem-solving strategies while strengthening their moral compass. By definition, moral dilemmas have no simple solution, helping students mature in their analysis of problems while looking for compromises in solutions. Discussions can happen through studies of literature, geography, history and more. These must be led in a respectful and open atmosphere to encourage and enable all students to participate and volunteer their views.

Developing: The student has some understanding of what a moral dilemma is, how to reason it through, and what feelings and actions relate to it.

Secure: The student is able to understand the challenges of a moral dilemma, presenting the perspectives of more than one side.

Extending: The student demonstrates more sophisticated understanding and reasoning.

5.1b: *Apply visual or performance art to learning*

We encourage students to apply their creativity to their learning, rather than limiting it to what is traditionally seen as the 'arts'. Students can do this in a plethora of ways – from painting cell diagrams to participating in performances.

Developing: The student demonstrates some ability to apply visual or performance art to learning, with varying degrees of explanation and encouragement.

Secure: The student demonstrates the ability to apply visual or performance art to other aspects of learning.

Extending: The student finds new ways of applying visual or performance arts creatively to other aspects of learning, and vice versa.

5.1c: *Analyze the implications of an action*

Thinking about the implications of an action means considering how an action affects different actors, at different levels, and how these effects may vary in the present and the future.

This analysis requires creativity as well as putting into use historical, economic and social knowledge. This skill can be practised in the study of the social sciences and must be intrinsic in the development of GSP projects.

Developing: The student shows some understanding of the consequences of an action.

Secure: The student is able to understand and explain the consequences of an action.

Extending: The student can understand and discuss the direct and indirect consequences of actions in different situations.

5.2a: *Distribute tasks among peers*

This objective overlaps with communication, relationship building, critical thinking, ethics, leadership and creativity, as students find ways to organize their work in a way that involves their peers, respects individuals' abilities and needs, and supports creative approaches to possible challenges. It is important that students have the opportunity both to distribute tasks and to receive assignments. This skill can be developed through tasks in all the core subjects as well as in the GSP projects.

Developing: The student has some understanding of the communication required and the qualities needed to distribute tasks among peers.

Secure: The student uses appropriate communication and has some understanding of others' needs; the student has the abilities to distribute tasks among peers.

Extending: The student shows a clear demonstration of the qualities needed to distribute tasks appropriately among peers.

5.2b: *Create communications to effect social change*

We believe students will be incentivized to practise and improve their communication when they see its relevance for causes they are passionate about. We want to give students the tools they need to change their present and future. This requires creating communications that appeal to different audiences, considering cultural backgrounds, goals and desired outcomes.

Developing: The student has some understanding of whom one needs to communicate with and how.

Secure: The student demonstrates the ability to create communications effectively for a given purpose.

Extending: The student has a clear understanding, motivation and ability to communicate goals and plans effectively; the student might also show nuanced understanding of audiences.

5.2c: *Understand information presented in graphs*

This objective overlaps with skills developed through maths and sciences, as students apply their skills at graph reading to information related to their projects.

Developing: The student has varying degrees of understanding of information presented in graphs.

Secure: The student demonstrates understanding of information presented in graphs.

Extending: The student has a clear understanding of, and ability to read, more difficult graphs and infographics.

5.3a: *Speak effectively in front of audiences*

Public speaking is a skill that requires practising and intrinsically involves risk-taking. A safe, encouraging atmosphere is needed to develop it. As students gain in confidence, they can improve their skill by working on their body language, vocabulary, intonation and more. This is a powerful skill that overlaps with leadership.

Developing: The student attempts speaking in front of audiences with varying degrees of success.

Secure: The student demonstrates growing confidence when speaking in front of audiences and is developing public speaking skills such as varying voice tone, good posture and eye contact.

Extending: The student confidently and effectively communicates to an audience; the student encourages and helps others to do so.

5.3b: *Make decisions*

One of the challenges of leadership is taking decisions, sometimes under pressure, sometimes with limited information, sometimes with no ideal outcome. Students will need to make decisions to complete their projects. GSP will provide tools to help them take these decisions thoughtfully and well.

Developing: The student attempts to understand a situation and make a reasoned decision, with varying degrees of success and of help required.

Secure: The student demonstrates an ability to understand a situation and make a reasoned decision.

Extending: The student clearly reads a situation and makes a clear and reasoned decision.

5.3c: *Understand the roles of loyalty, kindness and honesty in relationships with others*

As students work through the problems inherent in project making, they will need to remember to work on loyalty to their team and their vision, to remain honest in feedback, and to be kind even when stressed. The GSP curriculum offers exercises to help students practise loyalty, kindness and honesty, and to think about these critically.

Developing: The student shows some understanding and attempts to demonstrate traits of loyalty, kindness and honesty in dealing with others.

Secure: The student understands the traits of loyalty, kindness and honesty, can recognize them in others, knows how they feel and demonstrates them.

Extending: The student understands what these traits look like in others and how to use them in a range of situations.

5.4a: *Set self-challenges*

Students are encouraged to challenge themselves, so they can gain a sense of achievement and self-awareness. The purpose of self-challenges is not to compete against external markers, but to motivate oneself to seek what we value as important, regardless of external achievement standards. The goal here is to promote and reward self-motivation, independence and the courage to pursue our best self.

Developing: The student has some ideas of challenges for him/herself, with varying degrees of help and encouragement required.

Secure: The student has the ability to set an appropriate challenge to stretch him/herself and to make a good attempt at it.

Extending: The student has the ability to integrate challenges for him/herself in different contexts, and to make good attempts at them.

5.4b: *Understand how personal consumption affects others*

Building on awareness of students' own actions and their effects on others, students can start to assess the impact of their personal consumption on their immediate and wider world. In a world stressed by the overuse of our resources, developing an awareness of the ethics of consumption is an absolute necessity.

Developing: The student has a basic understanding of what humans consume and how it affects the social and natural environment.

Secure: The student has an understanding of how what humans consume affects their society and their environment; the student can explain this to others and can start to look for solutions.

Extending: The student independently thinks through consequences of different sorts of personal consumption; the student seeks to positively affect personal consumption and that of others.

5.4c: *Discuss the motivations for the actions of different historical characters*

Learning about others' lives and the choices they make is a valuable exercise for students. Understanding others' motivations requires empathy, critical thinking and imagination, which are important life skills that students will also use when deciding on their own choices of actions.

Developing: The student, with help, can discuss the motivations and behaviours of different historical characters.

Secure: The student is able to hypothesize and discuss the motives and behaviours of different historical characters, explaining their reasoning.

Extending: The student is able to perceive and analyse historical characters' behaviour in a rounded way.

YEAR **SIX**

Introduction

Assessment modes will be age-appropriate. Class exercises and projects for year 4-6 students will include space and guidance for formative assessment. They will also be guided in self-assessment and peer feedback.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 6. During the year, every student will:

6.1a: Understand different perspectives on a problem

6.1b: Use creativity to improve the natural environment

6.1c: Analyze counter-arguments

6.2a: Create a timeline for a project

6.2b: Understand the basic financial ideas behind setting up a business

6.2c: Evaluate research questions

6.3a: Understand rhetorical devices and their uses

6.3b: Find ways to ensure teammates feel valuable

6.3c: Understand the roles of reliability and commitment in relationships with others

6.4a: Develop tools to support risk-taking

6.4b: Reflect on justice in local and global contexts

6.4c: Identify some personal goals

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

6.1a: *Understand different perspectives on a problem*

To solve a problem effectively and justly, the problem needs to be analysed from multiple perspectives. This skill is inherently in the study of maths and the critical study of literature and the social sciences. The skill can be further applied to peer-relations when students are struggling to share resources or popularity. Looking at problems from different perspectives can provide new insights, improve critical thinking and enrich ethics. Perspectives can refer to different personal perspectives, or the perspectives of different social groups (religions, countries, and so on), or a local versus a global perspective.

Developing: The student has some understanding of different perspectives on a problem; the student might be biased towards one perspective to start with.

Secure: The student demonstrates understanding of different perspectives on a problem, with a fair assessment of more than one perspective.

Extending: The student can understand other perspectives clearly and explain these to others.

6.1b: *Use creativity to improve the natural environment*

We encourage students to use their creativity and problem solving to actively resolve environmental problems. Their creative inventions can be as simple as finding new ways of using personal resources, or ideas for green communal projects. The focus is not on the outcome but on the challenge to apply curiosity.

Developing: The student attempts or discusses new ways to help the environment.

Secure: The student demonstrates curiosity and creativity, and desire to help, in inventing something to improve the natural environment.

Extending: The student invents further ideas independently or in collaboration with others.

6.1c: *Analyze counter-arguments*

Critical thinkers need to be able to look into arguments that oppose their own views, understand these arguments and judge their merit. The arguments need to be analysed in terms of their logic, their evidence, their emotional and cultural appeal.

Developing: The student has some ability to understand and reason through a counter-argument.

Secure: The student is able to understand and reason through different sides of an argument.

Extending: The student has a clear understanding of the complexities in different sides of an argument.

6.2a: *Create a timeline for a project*

Creating a timeline for a project requires an understanding of the project's needs, resources available and of the time available for project completion. Students might need a basic timeline to fill in with project tasks or they might be able to create their own timeline. This skill can be practised across curriculums, with all assignments and projects.

Developing: The student has some understanding of the time needed for different activities and the overall time available.

Secure: The student demonstrates understanding of what is involved in a project and how long it will take, and the ability to explain this clearly.

Extending: The student has a clear understanding and ability to convey plans.

6.2b: *Understand the basic financial ideas behind setting up a business*

Twenty-first century citizens need the tools to succeed as entrepreneurs, which includes understanding the finances behind setting up a business. They will be taught about budgeting, investments, loans, costs and revenues, financing and ethical business practices. Thus, this learning objective overlaps with ethics, leadership, critical thinking and motivation, and is integrated into our core maths curriculum.

Developing: The student has some understanding of financial ideas and attempts to understand what is required for a profitable business.

Secure: The student demonstrates understanding of the basic financial ideas behind setting up a business, including profit, investment and costs.

Extending: The student is able to make more sophisticated financial plans, or to plan for a more complex business; the student might demonstrate particular entrepreneurship; the student is aware of business ethics.

6.2c: *Evaluate research questions*

Part of becoming a good researcher is evaluating research questions to see if these are clear, focused, biased, leading or vague.

Developing: The student has some understanding of what makes research questions weak.

Secure: The student can identify whether a research question is clear, relevant, focused, unbiased or not.

Extending: The student is able to improve the research questions of peers or create new research questions based on existing research.

6.3a: *Understand rhetorical devices and their uses*

Rhetorical devices can help students become more sophisticated and able communicators, giving them tools to build their confidence. This understanding also enables them to assess others' words, noticing how words can be used to get across someone's opinions and allowing them to see what is beneath the words.

Developing: The student has awareness of basic rhetorical devices, such as appealing to emotion or logic, and tries to use these with varying success.

Secure: The student uses various rhetorical devices to create powerful communication.

Extending: The student knows a number of rhetorical devices, uses these, and can recognize when others are using them.

6.3b: *Find ways to ensure teammates feel valuable*

Leaders are only as strong as those who support them. A key skill in leadership is making others feel valuable to gain and retain their support. This requires understanding the needs of others, empathizing and communicating these needs. This skill overlaps with communication, ethics, relationship building and critical thinking.

Developing: The student attempts to understand what makes others feel valuable, and tries, perhaps with help, to encourage others.

Secure: The student displays empathy towards others' needs and looks for ways to make them feel valuable.

Extending: The student displays empathy towards others' needs in a wide range of settings and makes them feel valuable in various ways.

6.3c: *Understand the roles of reliability and commitment in relationships with others*

Reliability and commitment are skills that can be strengthened through awareness and practice, and benefit students in many situations. Students need to learn how to assess the right level of commitment to give in situations, and to expect it in return. As they work together in projects, they will need to practise being reliable to agreed timelines and assignments, respecting the trust others have put on them.

Developing: The student shows some understanding and attempts to demonstrate reliability and commitment, and recognize it in others.

Secure: The student understands and demonstrates reliability and commitment, and knows how to recognize it in others.

Extending: The student role models reliability and commitment, and helps others to do so.

6.4a: *Develop tools to support risk-taking*

As students understand that taking risks can mean setbacks and disappointments, they need to have a support system to deal with this. The support system might include friends/family they can discuss their success or failures with, a reflection diary, a set of contingency plans, and so on.

Developing: The student, with help, creates a support structure for help when taking risks.

Secure: The student is aware of the need to have support and back-up plans when taking a risk.

Extending: The student has a well-developed plan when taking risks for support and contingencies.

6.4b: *Reflect on justice in local and global contexts*

Justice is a central value of GSP, and this learning objective encourages students to think deeply about what justice means and how it can be applied in different situations and settings. Are there always rules to follow? How much do justice and fairness overlap? How can you work out what is just, and how much does it vary by context?

Developing: The student, with guidance, can reflect about what justice is in local and global contexts.

Secure: The student, when discussing local and global issues, is able to reflect on the justice of various actions and outcomes.

Extending: The student can discuss justice in the abstract, and can apply different ideas of justice to discussions of global and social issues; the student might also seek to implement ways to promote justice in various contexts.

6.4c: *Identify some personal goals*

It is an important skill in life to be able to identify goals and work towards them. These can range from particular skills to ambitious achievements, and it is useful for students to understand what is important for them, what motivates them, and why, as well as how to achieve the goals and what skills this would require.

Developing: The student attempts to identify what is important to him/her and how to achieve them.

Secure: The student demonstrates understanding of what he/she finds important and how he/she might achieve these.

Extending: The student has clear understanding and motivation in identifying what is important to him/her and how to achieve them.

YEAR SEVEN

Introduction

Assessment modes will be age-appropriate. Lower Secondary students will work on a reflection journal where formative self-assessment and guidance from teachers can be combined.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 7. During the year, every student will:

7.1a: Evaluate possible solutions

7.1b: Participate in a local creative project

7.1c: Understand the emergence of local traditions

7.2a: Be aware of project drawbacks and possible pitfalls

7.2b: Use technology to communicate effectively

7.2c: Evaluate and discuss different sources and their possible biases

7.3a: Know how to debate

7.3b: Present ideas in a creative and inspiring way

7.3c: Understand cultural differences and how these affect communication and relationships

7.4a: Motivate others taking risks

7.4b: Reflect on the human values of freedom, justice and community

7.4c: Identify how personal actions may affect your local area

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

7.1a: *Evaluate possible solutions*

Students become increasingly aware of the ramifications for any solution. As they mature, they can evaluate solutions in multiple dimensions, including social, economic, environmental and personal impact. The effectiveness of a solution, therefore, is understood as complex and multi-faceted.

Developing: The student can recognize the advantages and disadvantages of alternative solutions to a problem.

Secure: The student demonstrates understanding of why a particular solution is more favourable to another.

Extending: The student can make a recommendation of a suitable solution based on balancing evidence.

7.1b: *Participate in a local creative project*

We want to encourage students to involve themselves in their local community. Participation can be broadly understood from performance to behind-the-scenes help, to suit different students' interests and wellbeing.

Developing: The student takes part in a creative project that they have been introduced to.

Secure: The student identifies a creative project to take part in or brings creativity to an existing project.

Extending: The student plays an active role in a local creative project of their choosing; the student organizes a creative project and brings creativity to an existing project.

7.1c: *Understand the emergence of local traditions*

Thinking about our local traditions requires us to see them with new critical eyes, where we stop taking things for granted and start asking why, analysing the historical development of ideas and seeing things from the perspective of others. This skill requires research skills. As we understand our own traditions critically, we will develop empathy to understand others, which links in with relationship building and ethics.

Developing: The student displays some understanding of the history behind local customs.

Secure: The student has a good understanding of local cultural underpinnings.

Extending: The student demonstrates thoughtful awareness of local traditions and their implications.

7.2a: *Be aware of project drawbacks and possible pitfalls*

GSP aims to support students as they start to think not only about how to accomplish a project, but what negative and positive contributions a project might have and/or how a project might fail. This requires students to think about possible flaws in planning, why some steps might fail and how to resolve these challenges.

Developing: The student has some awareness of where they may encounter problems in developing their projects.

Secure: The student has a sound understanding of project tensions and has considered how these could be overcome.

Extending: The student has excellent awareness of potential stumbling blocks, actively planning contingency strategies.

7.2b: *Use technology to communicate effectively*

This learning objective overlaps with what is covered in our computing curriculum, helping students apply their knowledge of computers and technologies to projects they are excited about.

Developing: The student shows some ability to use technology in communication.

Secure: The student demonstrates an understanding of a range of different ways in which technology can be used to communicate well.

Extending: The student is confident in successfully using technology for purposeful communication.

7.2c: *Evaluate and discuss different sources and their possible biases*

Understanding source bias requires critically thinking about the source's perspective, the difference between facts and opinions, and the power of word choice in communication. This skill is also central in our literature and sciences curriculum.

Developing: The student has some awareness of the need to question the reliability of sources and what bias is.

Secure: The student demonstrates a good awareness of the need to critique sources, identifying any potential biases.

Extending: The student actively demonstrates the ability to critique sources, unpicking any bias.

7.3a: *Know how to debate*

Debate brings together the skills of active listening, using rhetorical devices, asking questions and research.

Developing: The student can articulate points that they want to raise.

Secure: The student is able to not only articulate their own points but can respond positively to counterpoints.

Extending: The student listens carefully to the perspective of others, thinking quickly to persuasively offer a decisive counter-argument.

7.3b: *Present ideas in a creative and inspiring way*

Leaders need to inspire others towards their goals. This requires a clear vision and the ability to communicate this vision in powerful language/visuals to others.

Developing: The student shows some understanding of how to present ideas creatively.

Secure: The student demonstrates a good ability to captivate an audience's interest.

Extending: The student presents ideas imaginatively in exciting or surprising ways.

7.3c: *Understand cultural differences and how these affect communication and relationships*

Several areas of the GSP curriculum encourage students to think about issues, challenges and problems from multiple perspectives. This goal guides our students to think about cultural diversity among present and future peers, to make it their goal to understand this diversity, and to find ways to understand, communicate and relate across diversity.

Developing: The student displays some awareness of cultural differences.

Secure: The student demonstrates good awareness of how cultural differences can affect relationships with other people.

Extending: The student actively displays sensitivity in approaching cultural differences, either in theoretical discussion or actual communication.

7.4a: *Motivate others taking risks*

As students mature, they can encourage each other to safely and wisely expand their activities and learning to new areas. This skill overlaps with communication skills, ethics and leadership.

Developing: The student provides friendship and moral support for others when they are taking a risk.

Secure: The student shares support mechanisms for risk-taking with others that they find helpful.

Extending: The student encourages others to consider the importance of support

7.4b: *Reflect on the human values of freedom, justice and community*

As students mature, they can tackle more abstract values such as freedom, justice and community, which should frame their project work.

Developing: The student shows some awareness of what freedom, justice and community mean.

Secure: The student shows good understanding of how freedom, justice and community are inextricably linked.

Extending: The student is able to understand the significance of when the values of freedom, justice and community are compromised.

7.4c: *Identify how personal actions may affect your local area*

As students understand that their actions have real consequences, their motivations shift. They realize their importance as agents of change, and their desire to improve the skills they need to alter their future increases.

Developing: The student can understand how simple actions can have important effects.

Secure: The student identifies actions that could be taken to have a positive effect in their local area.

Extending: The student takes positive action to affect their local area and encourages others to do the same.

YEAR **EIGHT**

Introduction

Assessment modes will be age-appropriate. Lower Secondary students will work on a reflection journal where formative self-assessment and guidance from teachers can be combined.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 8. During the year, every student will:

8.1a: Mediate between peers on different sides of an issue

8.1b: Contact experts to learn about their work

8.1c: Reflect on competing perspectives

8.2a: Plan a campaign to inform the public about a project

8.2b: Know how social media can be used to advance a project and be aware of its dangers

8.2c: Be aware of research ethics

8.3a: Understand why and how to adapt messages to the audience

8.3b: Understand the leadership traits of some great leaders

8.3c: Understand that tensions can occur in relationships and need to be addressed

8.4a: Involve themselves in a new area of their community

8.4b: Reflect on how culture and ethics interact

8.4c: Identify obstacles that limit personal ability to work

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

8.1a: *Mediate between peers on different sides of an issue*

As they mature, students develop the ability to see both sides of an issue and use this knowledge to help communication between competing sides. This requires the ability to synthesise and verbalize what different sides want and why in a respectful, non-biased and effective way. This skill can be developed by discussing diplomatic history, by simulations such as Model United Nations, and, of course, by problem solving during projects.

Developing: The student allows others to articulate their conflicting opinions.

Secure: The student encourages peers to actively and positively engage with each other's alternative perspectives.

Extending: The student intervenes between peers to help them understand the perspectives of others.

8.1b: *Contact experts to learn about their work*

Encourage students to take their learning beyond the classroom. As they sharpen their interests, they can seek to approach experts in various fields. This overlaps with communication skills, helping students become confident and able social agents.

Developing: The student selects an appropriate method of communication to address an expert about their work.

Secure: The student considers what they want to ask an expert, posing questions through appropriate means.

Extending: The student independently identifies experts to ask carefully considered questions that actively support their learning in a particular area.

8.1c: *Reflect on competing perspectives*

Building on previous years' work, we want our students to be able to reflect on how a situation looks through different perspectives. How a local problem is, or is not, a global concern and vice versa, how social reality is different for people in different socio-economic groups, for people of different sexes, races, and so on.

Developing: The student is able to understand why people might think differently.

Secure: The student shows a good ability to distinguish why people have competing ideas of what is true.

Extending: The student can skilfully recognize why people think differently, reflecting on why this may lead to alternative conclusions.

8.2a: *Plan a campaign to inform the public about a project*

Putting together a campaign for the public requires students to be clear on the purpose of the project and to think about it from the perspective of the users and the public whose support is needed. This requires analysing others' perspectives and effective communication.

Developing: The student produces a plan to communicate their project to the public.

Secure: The student writes a comprehensive plan of how they hope to inform the public of their project.

Extending: The student develops a detailed plan, considering to whom, how and what they will communicate in their project.

8.2b: *Know how social media can be used to advance a project and be aware of its dangers*

Literacy, technological knowledge, ethics and leadership overlap in this learning objective, as we support our students to develop a thoughtful and critical relationship with social media, being aware of both its power and its dangers.

Developing: The student has some knowledge of social media platforms and how to be careful using them.

Secure: The student has sound knowledge of how social media can be used, demonstrating a mindful approach of its pitfalls.

Extending: The student uses appropriate social media thoughtfully, communicating effectively and safely.

8.2c: *Be aware of research ethics*

As students approach their community for information, they need to be aware of the importance of seeking consent from any interviewees, and the responsibility they hold for the impact their research might have – directly or indirectly.

Developing: The student has some understanding of ethical considerations.

Secure: The student has a good understanding of why ethical questions must be asked.

Extending: The student is able to identify appropriate ethical questions that must be considered in their projects.

8.3a: *Understand why and how to adapt messages to the audience*

Good communicators understand their audiences. This requires empathy and critical thinking – the ability to see an issue from the perspective and needs of others.

Developing: The student has some understanding that people have different levels of knowledge and so messages should be delivered to take that into account.

Secure: The student has a good awareness of ways to alter the delivering of information.

Extending: The student is able to successfully pitch a message or presentation that is appropriate for a particular audience.

8.3b: *Understand the leadership traits of some great leaders*

One of the best ways to learn about leadership is to critically analyse others who have led – we can learn about their strategies, their failings, their ethics and their strengths. As we analyse the lives of leaders, we practise understanding different perspectives and must also engage with cultural context, expanding our awareness of diversity.

Developing: The student demonstrates some awareness of what makes good leadership.

Secure: The student can identify where great leaders have demonstrated good leadership skills.

Extending: The student shows clear understanding of why some leaders have been more successful than others.

8.3c: *Understand that tensions can occur in relationships and need to be addressed*

Tensions in most relationships are inevitable, and as students work on their projects they are likely to face such tensions. We want to guide our students to strategies to manage tensions (such as taking some time to calm down, finding mediation, reflecting on the views of others, seeing past rash language) and help them to understand that tensions can be managed and need not lead to the end of a project.

Developing: The student demonstrates some understanding that it is normal for tensions to occur between people and that they must be worked through.

Secure: The student recognizes how problems might occur, showing a good understanding of how they might be resolved.

Extending: The student successfully manages problems that occur in working with others, positively resolving tensions.

8.4a: *Involve themselves in a new area of their community*

As students learn more about their social responsibilities, they can begin to consider how they can become involved in their local community. This helps them learn beyond the school environment, also contributing to how they become global citizens.

Developing: The student attends a group or event with friends or family that they have never been to before.

Secure: The student tries something on their own that they have never attended before.

Extending: The student involves themselves in a community activity that they know little about but have wanted to find out more about, or start a new community project.

8.4b: *Reflect on how culture and ethics interact*

Reflecting on the clashes between culture and ethics takes great critical analysis, self-awareness and kindness. This clash is a great challenge for our world in the 21st century, and GSP students will reflect on this challenge as part of their project work.

Developing: The student shows some understanding of why ethical questions should be asked to respect cultural sensitivities.

Secure: The student demonstrates good understanding of how ethical questions should be asked to reflect cultural sensitivities.

Extending: The student can construct ethical questions that demonstrate respect for different cultures.

8.4c: *Identify obstacles that limit personal ability to work*

If we understand what stops us from working, we can make plans to overcome these barriers. This improves our self-awareness, and as we understand our barriers we can address them rather than lose our motivation. As students face challenges in their project work, they will realize that some activities are difficult for them. Through the work, we want to help them understand what these challenges are.

Developing: The student displays some awareness of things that distract them in their work.

Secure: The student demonstrates good understanding of limitations to their productivity.

Extending: The student develops tools to overcome obstacles that limit their ability to work.

YEAR **NINE**

Introduction

Assessment modes will be age-appropriate. Lower Secondary students will work on a reflection journal where formative self-assessment and guidance from teachers can be combined.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 9. During the year, every student will:

9.1a: Understand the interaction between local, national and global problems

9.1b: Find a creative way to look at a problem

9.1c: Evaluate arguments for logic and bias

9.2a: Create a proposal for a plan to improve a national problem including measurements of success

9.2b: Know how to present skills for employment purposes

9.2c: Understand different research methods

9.3a: Share messages in a plethora of media

9.3b: Understand how to demonstrate good leadership

9.3c: Work on developing team-building strategies

9.4a: Develop ways to manage failure

9.4b: Consider our role as global citizens

9.4c: Discuss local and global issues that affect personal motivation

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extending).

9.1a: *Understand the interaction between local, national and global problems*

Through Lower Secondary projects, students will become increasingly aware of how the local, the national and the global are interconnected. This will help them to understand why we 'act locally but think globally'.

Developing: The student recognizes that individual actions may have significance beyond their immediate context, and understands how national and global concerns may affect them, their family or environment.

Secure: The student recognizes the importance of taking measures to limit detrimental impact at the local, national and global level.

Extending: The student recommends actions that could mitigate local, national and global problems.

9.1b: *Find a creative way to look at a problem*

Ultimately, creativity and problem solving merge to help students find solutions to local, national or global problems, starting by looking at problems in creative ways – as opportunities rather than blocks.

Developing: The student selects a creative way to consider a problem from a range of ideas presented to them.

Secure: The student identifies a creative way of looking at a problem.

Extending: The student considers a range of ways in which a problem can be viewed, selecting the most appropriate.

9.1c: *Evaluate arguments for logic and bias*

The ultimate goal of critical thinking is to evaluate arguments for logic.

Developing: The student can identify logic and bias within presented information.

Secure: The student demonstrates the ability to distinguish the difference between sound evidence and unfounded opinion.

Extending: The student can successfully evaluate arguments to draw reasoned conclusions.

9.2a: *Create a proposal for a plan to improve a national problem including measurements of success*

In creating this proposal, students should be encouraged to look at measurements of success – which can include both outcomes and processes. The skill of defining and measuring success will be of use to the students beyond academics, for their personal and professional lives.

Developing: The student recognizes why it is important to understand what went well and what could have gone better.

Secure: The student considers how a project might be appropriately evaluated.

Extending: The student actively and thoughtfully reflects on how to measure the success of a project.

9.2b: *Know how to present skills for employment purposes*

This learning objective aims to help students translate self-awareness and communication into employability by helping them think of themselves as possible employees. This will also help them to visualize their future and affect their motivation as they plan for the future.

Developing: The student, with help, is able to list some skills they have that they think are relevant for work.

Secure: The student can independently identify the skills they possess that are important for employment.

Extending: The student can produce an appropriate résumé of their skill set, demonstrating a keen awareness of how this may be relevant in future and where they may need to develop further.

9.2c: *Understand different research methods*

As students mature as researchers, they will want to use more diverse and sophisticated research tools, including surveys, questionnaires and interviews. They need to understand the characteristics and pitfalls of each of these methods.

Developing: The student understands that problems can be understood in different ways depending on the method used.

Secure: The student has good knowledge of different research methods for investigating issues.

Extending: The student can identify an appropriate research method for certain research topics.

9.3a: *Share messages in a plethora of media*

Twenty-first century citizens need to communicate their message through a variety of media, from videos to posters. As students work on their projects, they can explore multiple ways to share their findings.

Developing: The student can present information in a few different ways.

Secure: The student displays their message in a range of different ways, tailoring the message for the specific media.

Extending: The student uses relevant media in a sophisticated manner to convey information successfully.

9.3b: *Understand how to demonstrate good leadership*

Leadership requires perseverance despite setbacks. This involves resilience and determination, driven by the desire to reach a goal. Students will practise resilience as they overcome challenges in their projects and learn to reflect on how to deal with such challenges.

Developing: The student shows some leadership in working with others.

Secure: The student demonstrates a sound awareness of what good leadership is, purposefully using these skills in working with others.

Extending: The student actively displays good leadership skills and encourages them in others.

9.3c: *Work on developing team-building strategies*

As students mature and develop their experience of working with other people, we want them to reflect positively on the respective benefits that other perspectives and cultural beliefs bring to the nature of team working. We want them to be able to work effectively in teams so that they are able to function in any workplace in any part of the world.

Developing: The student understands what a team is and knows some basic team-building ideas.

Secure: The student is able to identify team-building strategies that may improve how a team works.

Extending: The student is able to implement helpful strategies to successfully improve how a team works together.

9.4a: *Develop ways to manage failure*

As learning becomes increasingly complex, students can begin to understand that it is normal not to get things right first time. This encourages them to develop strategies to overcome stumbling blocks, which also supports their ability to plan projects effectively.

Developing: The student understands that failure is an important part of learning.

Secure: The student considers a series of steps they could take if things do not go as planned the first time.

Extending: The student develops sound coping mechanisms for when they find things difficult, which they implement to continue their learning.

9.4b: *Consider our role as global citizens*

Our students are ultimately global citizens. This means they should see themselves as active participants, with a deep responsibility in the future of our world. It also means they are privileged to benefit from the wonders of our world and tasked with protecting these wonders.

Developing: The student understands what global citizenship means.

Secure: The student recognizes what it means to be a global citizen.

Extending: The student takes an active role in becoming a good global citizen.

9.4c: *Discuss local and global issues that affect personal motivation*

We are all affected by our environment and circumstances, and it is an important skill to identify what affects us and in what ways, and how much control we have over issues. Students will build awareness of the local and global issues that impact their own development, and assess how much they can change or work with these.

Developing: The student is able to recognize some of the effects of global issues for them as individuals in discussion with others.

Secure: The student has a keen awareness of how global issues affect them personally and others in different contexts.

Extending: The student can explain the complex ways in which global issues affect different individuals in diverse contexts, and propose ways to research or affect these links.

Glossary

Assessment framework: a conceptual map indicating how learning outcomes will be assessed, with every learning outcome broken down into 'developing', 'secure' and 'extended' statements

Creative skills: skills that foster students' innate curiosity and creativity

Curriculum at a glance: a table-format overview providing a snapshot of learning outcomes for every year group

Developing: one of the three assessment statements that make up the assessment framework, this indicates that students are working towards the learning outcome

Differentiation: the creation of varied learning pathways through the curriculum, to enable teaching that caters to the needs of all learners

Emotional intelligence: the ability to understand one's own feelings and emotions, and also those of others, and regulate them skilfully

End-of-year assessment: tests developed to determine student progress and attainment at the end of each academic year

Enquiry-based learning: an approach to learning which invites students to actively shape their learning journeys, placing problem-solving and real-world applications at the heart of the curriculum

Extending: one of the three assessment statements that make up the assessment framework, this indicates that students are working beyond the learning outcome

Formative assessment: low stakes, continuous assessment for learning, which helps to guide future learning and interventions

Functional literacies: the numerical, digital, and language literacy our students need to succeed in the 21st century

Global Skills Projects: a project-based, interdisciplinary course that seeks to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in a changing world

Growth mindset: a belief that your intelligence and abilities can be developed by embracing challenges, sustaining effort, and trying new strategies – a growth mindset leads to greater motivation and achievement

Interpersonal skills: skills which support lifelong learning, through developing communication, relationship-building and leadership skills

joy of learning: an approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops global skills needed by learners to thrive throughout their lives

Learning outcomes: clear statements which describe what a student is expected to be able to do or understand after a specific period of study

Lesson plans: a programme of study for any given lesson, aligned to specific outcomes within the curriculum

Mindful moments: opportunities for students to refocus their attention on the present moment

Pedagogy: the approach to teaching and learning, guiding the way in which the curriculum is taught to students

Positive education: a combination of academics, character and wellbeing

Process praise: praising how students work, rather than only praising the outcome, for example, praising effort, perseverance, resilience, teamwork and strategies

Project-based learning: an active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories

Real-life skills: skills which support lifelong learning, including project management, functional literacies and research

Resilience: possessing the inner resources and the ability to withstand and overcome adversity and difficulties

Scheme of work: a week-by-week, lesson-by-lesson plan which details how to deliver the learning outcomes within the curriculum

Secure: one of the three assessment statements that make up the assessment framework – this indicates that students are secure in the learning outcome

Self-development skills: skills which support lifelong learning, including critical thinking, ethics and self-motivation

Spiral approach: the model by which underlying learning themes of the curriculum are revisited each year at higher levels of complexity and depth – the spiral development model reinforces learning and builds on previous achievement

Stretch zone: a visual metaphor to help explain that we learn the most when we do challenging work

Summative assessment: assessment of learning provided to evaluate student progress at the end of a given topic/unit/year

Wellbeing: both a curriculum subject and guiding principle, which supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners, giving them skills that can apply in their lives today and in the future