## PSHE / Citizenship - KS3 Level Descriptors

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<th>Level</th>
<th>Students:</th>
<th>Teaching:</th>
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| 3     | - Recognise that issues affect people in their neighbourhood and wider communities in different ways.  
- Investigate issues using different sources of information provided for them.  
- Present their ideas to others and begin to acknowledge different responses to their ideas.  
- Discuss and describe some features of the different groups and communities they belong to. | - Identify different kinds of rights and understand that rights can conflict.  
- Begin to recognise some features of democracy and know that people have a say in what happens locally and nationally.  
- Identify what could be done to change things in communities and plan some action.  
- Take part in decision-making activities with others on citizenship issues, in contexts that are familiar to them. |
| 4     | - Explore a range of sources to engage with controversial issues.  
- Identify different views and can explain their own opinion about what is fair and unfair in different situations.  
- Develop research questions to explore issues and begin to assess the impact of these for individuals and communities.  
- Make informed contributions in debates. | - Work together with others to plan and undertake a course of action to address citizenship issues.  
- Begin to explain different ways in which people can participate in democracy through individual and collective actions and how they can change things in communities and wider society.  
- Show understanding of democracy by making connections with their knowledge and experience of representation and taking action in the local community  
- Appreciate diversity in the UK and wider world. |
| 5     | - Discuss and debate controversial issues including those where rights are in conflict and need to be balanced.  
- Consider what is fair and unfair to different groups involved and make reference to relevant national, European and international dimensions of the issues.  
- Use different methods of enquiry to investigate.  
- Communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved. | - Identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world. They work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the lives of others and explain the impact of actions taken.  
- Show some knowledge of the operation of the political and justice systems in the UK, by describing the key features of democratic processes and the work of government in the UK.  
- Participate effectively in activities involving representation, voting and campaigning on issues they have explored. |
| 6     | - Are aware of the diversity of opinions on topical and controversial issues and describe some of the influences that shape those opinions.  
- Use appropriate research strategies and develop questions to investigate issues. They explore and interpret different sources of information and begin to assess these for validity and bias.  
- Develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them.  
- Use findings to present a persuasive case for a course of action, giving reasons for their view.  
- Show understanding of interdependence, describing interconnections between people and their actions in the UK, Europe and the wider world. | - Negotiate their role, and plan and undertake courses of action with others. They reflect on the extent of their success in achieving an improvement or influence in the community and suggest what they might do next.  
- Show understanding of the complexity of identities and diversity in groups and communities, and explain the impact of some of the changes in UK society and the global community.  
- Consider how different kinds of rights need to be protected, supported and balanced. They begin to make comparisons between the UK system of democratic parliamentary government and those systems in different parts of the world. |
| 7     | - Explore the origins of a range of opinions, including their own, on topical and controversial issues.  
- Question assumptions and their own views as a result of informed debate and examination of relevant evidence.  
- Argue persuasively and represent the views of others including those they do not agree with.  
- Weigh up and assess the implications of situations where an individual’s or group’s rights and obligations are contested. | - Use a range of research strategies and sources of information with confidence. They work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change.  
- Analyse the reasons for diversity in the make-up of UK society and explain how it changes over time.  
- Begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of political and legal systems.  
- Compare the role of citizens in the UK with those in other parts of the world to illustrate the strengths and weaknesses of different forms of government. |
| 8     | - Use and apply their detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities in different parts of the world.  
- Make connections between information derived from different sources and their own experience in order to make perceptive observations.  
- Have a detailed understanding of the key citizenship concepts of democracy, justice, rights and responsibilities, identities and diversity, including how these can change over time. | - Carry out different types of research and hypothesise alternative courses of action, exploring the different implications of each.  
- Put some of these courses of action to the test in their communities and analyse and draw conclusions about the impact and limitations of these.  
- Understand how citizens participate in bringing about change in society through democratic processes and different kinds of action.  
- Ask challenging questions to explore the ways in which justice, laws and governments operate in different places and the roles citizens can take in shaping society |