

## Curriculum Links

Taking part in Intergenerational Linking can give children and young people the chance to meet many objectives from the **National Curriculum**. Below are some of the key statements from the **PSHE and Citizenship curriculum** which can be achieved through involvement in Intergenerational Linking.

However, don't forget Intergenerational Linking can also offer opportunities to meet objectives in **many other curriculum areas** and enhance curriculum **implementation and impact**.

For example, in **History**, learning about significant historical events or changes within living memory may be enhanced by sharing the lived experiences of older people.

In **English**, Intergenerational Linking can provide real opportunities for children to **write with purpose** as well developing skills in **oracy**.

Many other curriculum objectives can be met with **intergenerational pedagogy** so don't be afraid to be creative!

PSHE	
*Taken from the PSHE Association Programme of Study	
Age	Curriculum Statement Pupils learn...
KS1	<p><b><i>Core Theme 1: Health and Wellbeing:</i></b>                      H11. about different feelings that humans can experience;                      H14. how to recognise what others might be feeling;                      H15. to recognise that not everyone feels the same at the same time or feels the same about the same things;                      H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better;</p> <p><b><i>Core Theme 2: Relationships:</i></b>                      R22. how to treat themselves and others with respect; how to be polite and courteous;                      R23. to recognise the ways in which they are the same and different to others;</p> <p><b><i>Core Theme 3: Living in the wider world</i></b>                      L2. how people and other living things have different needs; about the responsibilities of caring for them;                      L5. about the different roles and responsibilities people have in their community;                      L6. to recognise the ways they are the same as, and different to, other people;</p>

KS2	<p><b>Core Theme 1: Health and Wellbeing:</b> H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement;</p> <p><b>Core Theme 2: Relationships:</b> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background; R33. to listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own;</p> <p><b>Core Theme 3: Living in the wider world</b> L4. the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others; L6. about the different groups that make up their community; what living in a community means; L7. to value the different contributions that people and groups make to the community; L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes; L10. about prejudice: how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced;</p>
KS3	<p><b>Core Theme 3: Living in the wider world</b> L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p><b>Intergenerational Linking also offers opportunities to meet some of Gatsby Benchmark in relation to careers education.</b></p>

**Citizenship**

**\*Taken from the non-statutory programme of study**

<p>KS1</p>	<p><b><i>Preparing to play an active role as citizens</i></b> Pupils should be taught: 2e. to realise that people and other living things have needs, and that they have responsibilities to meet them; 2f. that they belong to various groups and communities, such as family and school;</p> <p><b><i>Developing a healthy, safer lifestyle</i></b> Pupils should be taught: 3d. about the process of growing from young to old and how people's needs change;</p> <p><b><i>Developing good relationships and respecting the differences between people</i></b> Pupils should be taught: 4c. to identify and respect the differences and similarities between people;</p> <p><b><i>Breadth of opportunities</i></b> During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: 5e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);</p>
<p>KS2</p>	<p><b><i>Developing confidence and responsibility and making the most of their abilities</i></b> Pupils should be taught: 1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p><b><i>Preparing to play an active role as citizens</i></b> Pupils should be taught: 2e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p><b><i>Developing good relationships and respecting the differences between people</i></b> Pupil should be taught: 4a. that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view 4e. to recognise and challenge stereotypes; 4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p><b><i>Breadth of opportunities</i></b> During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: 5a. take responsibility (for example, for the needs of others); 5e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);</p>
<p>KS3</p>	<p>Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>

## Ofsted Framework

An Intergenerational Linking project in school can also be an excellent example of how a school is meeting the requirements of personal development in the Ofsted inspection framework.

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law