

KS2 INSPECTION LINKS

In judging the overall effectiveness of a school, inspectors must report on the spiritual, moral, social and cultural development (**SMSC**) of the pupils. The Young Leaders Award helps to fulfil these criteria and can provide many examples of pupils' personal development. The Award also provides opportunities for schools to promote **British Values**.

Ofsted Framework	
Area	KS2 Young Leaders Award contributes to the following:
Spiritual	The Award offers pupils many opportunities to reflect on their own feelings, values, beliefs and experiences as they learn about leadership and character skills. Pupils reflect on their own skills in these areas and share examples of how they have shown these characteristics and those which they would like to grow in. Pupils reflect on their learning and experiences throughout the Award using an evidence scrapbook and reflection activities. Pupils explore the stories of people of faith who have made a positive impact in the world. Through these pupils begin to appreciate how faith is expressed in actions. Pupils are encouraged to be creative and imaginative in the activities and challenges of the Award which are led by their ideas and interests.
Moral	Pupils appreciate the difference between right and wrong and how their words and actions impact others around them as they take part in practical activities and challenges to practice leadership skills. Pupils learn about the stories of inspirational leaders and the work of charities who have changed the world for the better and taken a stand against injustice. They also have opportunities to consider their own response to issues of need in their communities and the world. For example, loneliness or homelessness. Here they can begin to offer reasoned views about moral and ethical issues and to appreciate the viewpoints of other on these issues.
Social	The Award offers numerous opportunities for pupils to work together to complete a task or challenge. Through these pupils use a range of social skills and have opportunities to work with a variety of their peers. Pupils learn to cooperate well with others, to share ideas and to take on different roles in a group. As pupils take on the community action project, opportunities can often arise for them to work with people and pupils from different religious, ethnic and socio-economic backgrounds. The Award also explores the idea of the different communities pupils are part of; home, school, local, national and global.

Cultural	The Award offers a wide range of community opportunities which can allow pupils to participate in various cultural activities relevant to their local area. As they do this they celebrate diversity in the way they serve people from different religious, ethnic and socio-economic backgrounds.
British Values	The Award supports DFE guidance on actively promoting fundamental British values. Democracy is promoted as pupils are encouraged to express their opinions and consider pros and cons to reach a decision. For example, in deciding on a community action project. There is also an opportunity here to explore the concept of voting. Individual liberty is also encouraged as pupils as pupils listen to and respect others' opinions and as they complete personal challenges to show kindness to the people around them. As pupils carry out challenges to help others and their community they appreciate the importance of mutual respect and how they can contribute positively to society.
Personal Development, Behaviour and Welfare	The Award supports the development of students' self-confidence, self-awareness and understanding of how to be a successful learner, as pupils develop core leadership and character skills over the course of the programme. Pupils will engage in learning and activities that help them to consider and grow in skills such as co-operating and working with others and communication. They will have opportunities to reflect on their own feelings, behaviour and how they relate to others. The Award challenges themselves support pupils' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. They also provide pupils with the opportunity to take pride in their achievements.

KS2 CURRICULUM LINKS

The Award has been written to support schools in their delivery of many aspects of the **Personal, Social, Health and Economic Education, Citizenship** and **Religious Education** curriculums.

There are also many strong cross curricular links which allow the Award to be embedded into the wider curriculum and school vision and values.

National Curriculum	
Subject	KS2 Young Leaders Award contributes to the following:
PSHE	<p><i>*Based on Guidance Personal, social, health and economic (PSHE) education, 2013 & Programme of Study for PSHE Education, PSHE Association, 2017.</i></p> <p>The Award links closely to the core themes of: Health and Wellbeing, Relationships & Living in the wider world. Pupils explore leadership skills such as kindness, perseverance, teamwork, courage and communication. They are given meaningful opportunities to put these skills, and others, into action. In doing so they grow in confidence, resilience, empathy and self-esteem. Pupils take on personal challenges alongside working together to organise bigger projects to help their school and local community. Through these they reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals. Many of the activities allow pupils to work with others and form good relationships. They take on different roles and responsibilities within a group and work collaboratively towards shared goals. Pupils also have opportunities to listen and respond respectfully to a wide range of people including their peers and members of their wider community. Through 'big discussion questions' pupils can share their ideas and opinions and grow in confidence to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. The Award highlights pupils' responsibilities at home, at school, in the community and towards the environment and gives them practical ways to meet these. The Award also explores the idea of community at a local, national and global level and allows pupils to consider the lives of people living in other places and with different needs.</p>
RE	<p><i>*Based on Religious Education in English schools: Non-statutory guidance 2010 & A Curriculum Framework for Religious Education in England, The Religious Education Council of England and Wales, 2013</i></p> <p>The Award contributes to pupils understanding of Christianity, with opportunities to extend this learning to include examples from other world religions. Pupils learn about inspirational leaders, including people of faith, who have made a difference in the</p>

	<p>world. They also explore the work of national and global charities working to help others. Through this they appreciate how faith is expressed in actions. The Award activities pose challenging questions about the meaning and purpose of life, beliefs and issues of right and wrong and give pupils a context to discuss and debate these. As pupils look at their local community in a new way, thinking about its needs, they are enabled to build their sense of identity and belonging as active citizens within diverse communities. They also consider ideas on community, values and respect. Pupils consider their responsibilities to themselves and to others and explore how they might contribute to their communities and to wider society through the Award challenges. Pupils have opportunities to grow in empathy, generosity and compassion.</p> <p><i>*see also SMSC links</i></p>
Citizenship	<p>The Award links closely with many aspects of the KS2 Citizenship non-statutory curriculum. The Award combines pupils' personal development in key leadership skills with meaningful opportunities for them to use these to contribute to their home, school and local communities, helping them to prepare to play an active role as citizens. Pupils become aware of the needs of others around them learn how to take part more fully in school and community activities. Pupils develop a sense of social justice and moral responsibility as they explore the needs in their community and begin to understand that their own choices and behaviour can affect local, national and global issues and that they can be leaders of change for the better. Pupils have opportunities to talk and write about their opinions, and explain their views, on issues that affect themselves and society. Planning and taking part in community action projects give pupils a real context to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Organising these projects may also offer a chance to meet and work with different members of the community and to manage money and costs. Stories of inspirational leaders give insight into why and how rules and laws are made and enforced. Pupils' work on the local community also increases their awareness of local charities and groups working to help others.</p>
English	<p>The Award resources provide many opportunities for pupils to develop their ability to read easily, fluently and with good understanding, and develop the habit of reading widely and often, for both pleasure and information. Pupils particularly spend time reading to research inspirational leaders and charities. They also have opportunities to write for a range of purposes, contexts and audiences as they share their research and ideas. Discussions on leadership skills and community can introduce new vocabulary and give a context to use it. Discussion forms a significant part of the Award, helping pupils to share their ideas and opinions and listen to those of others. They will also take part in debate and give formal presentations. Many schools choose to encourage their pupils to do this to a wider audience in assembly or to parents.</p>
History	<p>Pupils learn about the stories of significant leaders from the past and present who have had a positive impact on the world, for example Rosa Parks and William Booth. In exploring these stories pupils have opportunities to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, as they learn how the leaders' actions made a difference and changed the world for the better.</p>

Geography	Pupils explore their local area by going on a walk to look for hubs of community and places of need. They then record their findings and ideas by making a map of their area. This gives a great opportunity to use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. The global community activities explore the context of poor families in India giving pupils an insight into life in a contrasting country to the UK.
Art/ Design Technology	The local area map activity could be linked to an art or design technology activity allowing pupils to creatively make their map.
Computing	Research activities and planning and taking part in community action projects give many opportunities for pupils to grow as responsible, competent, confident and creative users of information and communication technology. Pupils can practice using search technologies effectively and use a range of digital devices to create and present information.
Music	The resources include a 'Be the Change' theme song. This can be used in a performance. Pupils can add their own lyrics to the song.