



Curriculum Links

How the First Give programme meets the needs
of the curriculum in England and Wales

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Introduction

Curriculum links

First Give work in partnership with secondary schools to inspire and equip young people to take action to tackle social issues. Through participation in the programme students not only have a positive impact on their local community, they also develop a range of skills including:

- ✦ Presentation
- ✦ Teamwork
- ✦ Leadership
- ✦ Project planning
- ✦ Research

The First Give programme complements many different areas of the curriculum whilst also encouraging personal and character development, supporting wider school themes such as SMSC provision, inclusion, language and literacy, the four purposes in the new Curriculum for Wales and character education.

How to use this document

This document gives teachers an overview of where the First Give programme supports and complements elements of the curriculum in both England and Wales.

Subject specialists can jump straight to their subject area by clicking on the links in the contents page.

Each area is referenced with relevant text lifted directly from official curriculum guidance. Teachers are invited to use elements of this document to report on the benefits of First Give at their school (for example on your website or in reports for SLT, parents and Governors).

Curriculum Links

England

Introduction

In this section you will find details of how the First Give programme can complement your school's provision of a number of whole school requirements (Ofsted – Personal development; Ofsted – SMSC; Character Education; Language and Literacy).

In addition, you will find detailed descriptions of how First Give links to specific subject curricula (Citizenship, English, PSHE, Religious Education and Computing).

Overview

Whole school themes

Personal development (Ofsted)

Students will make a positive contribution to society through participation on First Give.

SMSC (Ofsted)

Students will develop empathy and awareness of social issues affecting their community.

Character Education

Students will engage in service opportunities to raise funds and/or awareness for a local charity.

Language and Literacy

Students will develop their spoken language, reading, writing and vocabulary through the creation of presentations, and participation in public speaking activities.

Subject Curriculum links

English

Students will create and deliver presentations, supporting them to develop their writing and speaking skills.

Citizenship

Students will learn how to carry out responsible social action to improve their local community.

PSHE

Students will develop key skills whilst also learning how to challenge stereotypes and prejudices, giving them a chance to understand their own core values.

Religious Education

Students will engage with questions of belief, value, meaning, purpose, truth and their own influence on human life.

Computing

Students will develop ICT skills through online research of social issues and charities. They may also create PowerPoint or Slides presentations and are encouraged to use other forms of media to communicate.

Ofsted Personal Development¹

First Give supports the personal development of students, meeting the requirement that “The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life”.

First Give supports personal development of students across many of the areas that Ofsted outlines. The areas that First Give supports most strongly are identified here:

<p>Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</p>	<p>Students develop as motivated and equipped young people using their skills to make the lives of others in their community better. Students identify social issues in their local community and take responsibility for carrying out social action to tackle these problems. Students take a respectful approach when considering social issues and speaking to representatives from their chosen charity, acknowledging that some of the social issues may affect their peers. Students are encouraged to take their experiences on First Give forward to continue to be active citizens.</p>
<p>Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.</p>	<p>An entire year group of students take part in First Give so that all students have the opportunity to carry out social action to positively impact their community. All students are empowered to make a difference, rather than only those who would take part in volunteering and social action outside of school.</p>
<p>Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.</p>	<p>Students discuss issues that may affect them or those they know in an inclusive environment on First Give. Discrimination because of disability, race and sexual orientation are issues that students have chosen to address as part of First Give and as part of their social action students may take steps themselves to make their school a more inclusive environment.</p>
<p>Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</p>	<p>Students develop multiple positive personal traits through the First Give programme. Students consider the needs of others in their community and what they can do to make positive change and the lives of others better. Students work cooperatively and positively as a whole class, in groups and with people from their community to carry out social action. First Give empowers young people and ignites a spark of social conscience.</p>

<p>Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p>	<p>Students develop confidence through planning and carrying out social action and seeing the positive impact this has on a cause that they care about. Students develop their confidence in public speaking through structured activities in lessons and, for some students, presenting in front of an audience of their peers, a judging panel and other guest at the First Give Final.</p>
<p>Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.</p>	<p>Depending on the social issues and charities that students choose they will gain a greater understanding of online and offline risks to their wellbeing. The majority of these examples have been chosen by students to focus on as part of First Give. Domestic abuse, substance misuse and gang activity are topics which are frequently chosen by young people as the social issues that they care most about. The social action that students carry out often involves awareness raising with other year groups, including making them aware of support available to them.</p>
<p>Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.</p>	<p>Students are encouraged to use social media in a positive way, for example for raising awareness of their social issue or connecting with charities.</p>
<p>Providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils: - unbiased careers advice - experience of work, and - contact with employers - to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.</p>	<p>Students connect with charities and speak to representatives from these charities and gain an understanding of roles available within the charity sector. Students understand that their career choice can be guided by choosing to work on issues that are important to them.</p>

Ofsted SMSC²

First Give supports SMSC across many of the areas that Ofsted outlines. The areas that First Give supports most strongly are identified here:

Spiritual	
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	Students explore their own beliefs when considering which social issues are most important to them. Students may consider their beliefs and perspective on life when hearing from charities, other students' opinions and about social issues and injustices experienced by others in their community.
Knowledge of, and respect for, different people's faiths, feelings and values.	Students understand and respect their peers' feelings and values relating to issues that are most important to them. In the process of choosing the class charity groups within the class present the social issues and charities that they feel passionately about.
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Students consider the social issues which exist around them in their local community, in doing so they learn about their own feeling about what is important to them.
Use of imagination and creativity in their learning.	Students think creatively about social action ideas and how to link these to the social issue that they are tackling. When planning and creating presentations students think creatively about how to convey their message and engage their audience in order to win the £1000 grant for their charity. Exemplar materials are provided to support students to be creative throughout the programme.
Willingness to reflect on their experiences.	Students plan social action activities with a measurable aim so that they can evaluate what they have done and are supported to reflect on their development of key skills throughout the programme. Evaluation activities are provided, and students are encouraged to reflect on and evaluate their experience in the content of their presentations.

Moral	
<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.</p>	<p>Students consider questions of right and wrong when considering social issues, injustices in society and who is responsible for addressing social issues.</p>
<p>Understanding of the consequences of their behaviour and actions.</p>	<p>Students gain an understanding of the positive consequences that their actions can have for causes that they care about through carrying out social action in their community. Students also reflect on the causes of social issues, including individual actions and behaviours that may exacerbate them.</p>
<p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Students research and investigate social issues. There are moral and ethical aspects to the fact that these issues and injustices exist in our society and students demonstrate their depth of understanding and views on these issues through their presentations.</p>

Social	
<p>Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p>	<p>Students work as a whole class on the First Give programme and meet a range of different people throughout the course of the programme. Within school students often interact with other year groups when carrying out social action. Students will use social skills in a range of different contexts, from forming a relationship with a representative from their charity to meeting members of the public while carrying out social action or volunteering. At the First Give Final a group from each class formally presents to an audience and judging panel.</p>
<p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>	<p>Students cooperate and collaborate both in small groups and as a class as a whole during the First Give programme. The class choose one charity to support and groups within the class cooperate and resolve conflicts which arise through the planning and carrying out of social action and through creating their presentations. Students may have the opportunity to engage with volunteering opportunities in the wider community through linking with their chosen charity.</p>
<p>Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Students focus on how local community can function in conjunction with charities to tackle social issues. Students also consider which national institutions are responsible for tackling social issues in society. Students will learn skills and lead on social action projects that will enable them to contribute positively to life in modern Britain.</p>

Cultural	
<p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>Students recognise and understand that some social issues may affect members of their community irrespective of culture, religion, ethnicity or socio-economic circumstances. However, through their research they will also recognise where social issues may impact people disproportionately because of these criteria. Students recognise their shared ability to carry out social action to tackle issues in their community.</p>
<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Students are encouraged to include artistic and musical elements in their presentations to creatively convey their understanding of their chosen social issue and the social action that they carried out.</p>
<p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>Students will understand the inclusive nature of work done by charities in their local community and will be respectful of a variety of attitudes and circumstances when carrying out social action and presenting on their social issue.</p>

Character Education³

Sections D and E of the new Character Education guidance are particularly relevant for schools delivering First Give:

How good is our co-curriculum? (Section D)

Aims	First Give activities
<p>Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?</p>	<p>Students have a unique opportunity to plan and carry out social action whilst developing key skills such as teamwork, presenting, communication and research. Students are supported to be creative in how they present on their social issue and charity and students work both individually, in groups and as a whole class during the programme. For some students, social action will be new to them and for some, First Give will be an opportunity to build on social action that they have done before.</p>
<p>Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.).</p>	<p>Students in schools nationally take part in First Give and the programme encourages students to form links with charities locally.</p>
<p>Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?</p>	<p>Students are fully supported throughout the programme and challenged to be creative and ambitious in their social action ideas and presentations. Students are encouraged to continue being actively engaged in their local community and carry out social action after the programme has ended.</p>
<p>Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</p>	<p>Students take part in a competition between classes in the year group for the £1000 charity grant. The performances of the presenting groups at the First Give Final accounts for half of the marks towards winning the grant. Though one class ultimately wins the £1000 for their charity the First Give Final is above all a celebration of the social action and hard work that the whole year group has done.</p>

How well do we promote the value of volunteering and service to others? (Section E)

Aims	First Give activities
<p>Are age-appropriate expectations of volunteering and service to others clearly established?</p>	<p>Students in any year group from year 7 to year 12 take part in First Give. A dedicated Programme Manager will provide age-appropriate guidance on how to design and carry out social action and the programme is differentiated by outcome in the social action that students do and presentations that they create.</p>
<p>Are opportunities varied, meaningful, high-quality and sustained over time?</p>	<p>Students are supported with high quality resources to be able to plan and carry out meaningful social action in support of local charities. We aim to develop sustained relationships with schools to increase the quality of delivery of the programme.</p>
<p>Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</p>	<p>Students begin by researching social issues impacting the community. Through classroom activities and discussions they decide on a charity to support themselves. As a result “service opportunities” are designed together by the class based on the issues they prioritise. This autonomy encourages civic engagement. Through First Give students will contribute to society by completing social action projects, providing valuable real world experiences that will prepare them for sustained participation.</p>

Language and Literacy⁴

Aims	First Give activities
<p>Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject... Fluency in the English language is an essential foundation for success in all subjects.</p> <p>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p>	<ul style="list-style-type: none"> ◆ Students will speak clearly and convey ideas confidently when they pitch their chosen charity to the rest of the class (Lesson 3) ◆ Students develop presentations that justify the reasons that they have chosen their social issue and why they believe that their charity deserves the £1000 (Lessons 5–8 and Presentation Skills Workshop) ◆ Students learn and practice the skills needed to speak clearly and confidently to an audience using video guidance (Lesson 7) ◆ When students meet their charity they ask questions to check understanding, develop their vocabulary around their specific social issue and build knowledge through speaking to the charity representative (charity meeting) ◆ Students negotiate and evaluate and build on the ideas of others within their group when planning their social action and may need to negotiate with other people both within and outside school in order to put their plans into action (Lesson 4, social action) ◆ Students will communicate effectively within their group and class, with charity representatives and to an audience and judging panel, selecting the appropriate register for these interactions (Lessons 1–8, charity meeting, Presentation Skills Workshop, First Give Final).

English Curriculum⁵

KS3 Aims	KS3 subject content	First Give activities
<p>Identify and interpret explicit and implicit information and ideas, evaluating texts critically with appropriate supportive textual references.</p> <p>Communicate clearly, effectively and imaginatively, cohesively organising information and ideas to suit form, purpose and audience.</p> <p>Use a range of sentence structures for clarity, purpose and effect, incorporating accurate spelling and punctuation.</p>	<p>Reading Make inferences and refer to evidence in text. Know the purpose, audience and context of writing and draw on this knowledge to support comprehension.</p> <p>Writing Write for a wide range of purpose and audiences including a range of narrative and non-narrative texts, including arguments and personal and formal letters. Summarise and organise materials and supporting ideas and arguments with any necessary factual detail. Plan, draft, edit and proof read through considering how their writing reflects the audiences and purposes for which it was intended.</p> <p>Spoken Language Pupils should be taught to speak confidently and effectively including through:</p> <ul style="list-style-type: none"> ◆ Using standard English confidently in a range of formal and informal contexts including classroom discussion ◆ Giving short speeches and presentations, expressing their own ideas and keeping to the point ◆ Participating in formal debates and structured discussions, summarising and/or building on what has been said. 	<ul style="list-style-type: none"> ◆ Students infer meaning about social issues through a variety of 'texts' – both written and audio/visual (Lessons 1, 4, 7) ◆ Students consider how best to create the maximum impact on their audience through the drafting and re-drafting of their speeches to structure their ideas and develop an argument by choosing the most relevant and pertinent information (Lessons 5–7) ◆ Students take part in structured class discussion and debate (Lessons 1, 3, 4) ◆ Students are given the tools to progress as confident communicators through the presentation skills training videos and the Presentation Skills Workshop (Lessons 5, 6, 7 and Presentation Skills Workshop) ◆ Students are encouraged to include role play, poetry, music and dance in their presentations (Lessons 5–8, Presentation Skills Workshop, First Give Final).

KS4 Aims	KS4 subject content	First Give activities
<p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p> <p>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Reading Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> ◆ Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ◆ Seeking evidence in the text to support a point of view, including justifying inferences with evidence <p>Writing</p> <ul style="list-style-type: none"> ◆ Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue ◆ Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ◆ Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate ◆ Make notes, draft and write, including using information provided by others ◆ Revise, edit and proof-read through: – Reflecting on whether their draft achieves the intended impact – Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness – Paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. 	<ul style="list-style-type: none"> ◆ Students infer meaning about social issues through a variety of ‘texts’ – both written and audio/visual (Lessons 1, 4, 7) ◆ Students consider how best to create the maximum impact on their audience through the drafting and re-drafting of their speeches to structure their ideas and develop an argument by choosing the most relevant and pertinent information (Lessons 5–7) ◆ Students take part in structured class discussion and debate (Lessons 1, 3, 4) ◆ Students are given the tools to progress as confident communicators through the presentation skills training videos and the Presentation Skills Workshop (Lessons 5, 6, 7 and Presentation Skills Workshop) ◆ Students are encouraged to include role play, poetry, music and dance in their presentations (Lessons 5–8, Presentation Skills Workshop, First Give Final).

Spoken English

Pupils should be able to speak confidently, audibly and effectively, including through:

- ◆ Using Standard English when the context and audience require it
- ◆ Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- ◆ Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- ◆ Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- ◆ Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- ◆ Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.⁶

Citizenship Curriculum⁷

KS3 Aims	KS3 subject content	First Give activities
<p>Teaching should develop pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students research and meet with local charities to understand why they are needed and how they operate (Lessons 2–3, charity meeting) Students use this information to make their presentations to advocate for their chosen charity (Lessons 5–7, Presentation Skills Workshop, First Give Final) Students must critically assess how £1,000 would be best spent by their chosen charity (Lessons 2–3, charity meeting, Lessons 5–7) Students plan and carry out social action to tackle social issues and support local charities (Lesson 4, social action).

KS4 Aims	KS4 subject content	First Give activities
<p>Teaching should build on the key stage 3 programme of study to deepen pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ◆ the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity. 	<ul style="list-style-type: none"> ◆ Students learn about the role played by charities in providing a voice for and support to different groups of citizens (Lessons 1–3, charity meeting) ◆ Students advocate for their charities by creating presentations about their work (Lessons 5–8, Presentation Skills Workshop) ◆ Students learn about different ways of giving and action they can take to help, such as fundraising, campaigning or awareness raising (Assembly, Lessons 2–4, charity meeting, social action) ◆ Students devise social action plans and actively participate in citizenship action for their selected charities (Lesson 4, social action) ◆ Students are required to evaluate the impact of their social action (Lesson 7).

GCSE Citizenship Exam Boards

First Give contributes to meeting the following GCSE requirements:

AQA ⁸	OCR ⁹	EDEXCEL ¹⁰
<p>Paper 1, Section A: Active citizenship</p> <p>Paper 2, Section A: Life in modern Britain</p>	<p>Section 4: Citizenship action Students take part in real-life practical activities that address a particular issue or concern, aimed at providing a benefit for a particular community or society as a whole. They use both primary and secondary sources, and employ skills such as:</p> <ul style="list-style-type: none"> ◆ Research and enquiry ◆ Interpretation of evidence ◆ Planning ◆ Collaboration ◆ Problem solving ◆ Advocacy ◆ Campaigning ◆ Evaluation 	<p>Theme D: Power and influence – What power and influence can citizens have?</p> <ul style="list-style-type: none"> ◆ Research and enquiry ◆ Interpretation of evidence ◆ Planning ◆ Collaboration ◆ Problem-solving ◆ Advocacy and campaigning ◆ Evaluation <p>Theme E: Taking Citizenship Action: The specification outlines two types of action that students should be working towards.</p> <p>Either:</p> <p>Organise and deliver an event, meeting or campaign to advocate for the selected issue, problem, cause or social need and that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience.</p> <p>Or:</p> <p>Organise and deliver a social action project, social enterprise or undertake another form of community action that aims to raise awareness and commitment and create a social benefit (resources, support, advice or service) to benefit others.</p>

PSHE Curriculum

KS3 Aims	KS3 subject content	First Give activities
<p>At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase...It teaches the knowledge and skills which will equip them for the opportunities and challenges of life.</p>	<p>Core theme 2: Relationships Students learn...</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>Core theme 3: Living in the Wider World Students learn...</p> <p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value.</p>	<ul style="list-style-type: none"> ◆ Students develop their teamwork skills in group working (Lessons 2–8) ◆ Students listen to their peers' ideas on which social issues are important, which charity they would like the class to support as well as ideas for social action activities. Students negotiate and compromise on the ideas that they will take forward as a group and class (Lessons 2–4) ◆ Students develop research skills through their charity research (Lesson 2) ◆ Students develop their organisational skills through planning social action, and through their experiences of putting these plans into action (Lesson 4) ◆ Students develop their presentation skills during the lessons and for some students at the Presentation Skills Workshop and First Give Final (Lessons 5–8, Presentation Skills Workshop, First Give Final) ◆ Students set realistic and ambitious goals for what they want to achieve through their social action and they reflect on how far they achieved these aims (Lessons 4 and 7) ◆ Students reflect at the end of each lesson on the skills they have developed (Lessons 1–8).

KS3 Aims	KS3 subject content	First Give activities
<p>At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.</p>	<p>Core theme 2: Relationships Students learn...</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>Core theme 3: Living in the Wider World Students learn...</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</p>	<ul style="list-style-type: none"> ◆ Students understand how their values influence their behaviour and ultimately the positive impact that they can have on their community, through their social action (Lessons 1–4, social action) ◆ Some students may develop new values during First Give as they research social issues in their community and listen to their peers present on issues and charities that are important to them (Lessons 1–8, charity meeting, Presentation Skills Workshop, First Give Final) ◆ Many students carry out social action within school, for example raising awareness of issues with other year groups. Students can positively support younger peers from this position of influence (Lesson 4, social action) ◆ Students connect with representatives from their chosen charity and develop an understanding of roles within the charity sector, including voluntary roles. Students may take on voluntary roles with their charity as part of their social action (Lesson 2, charity meeting, social action).

Religious Education Curriculum¹²

Aims	Subject content	First Give activities
<p>RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.</p> <ul style="list-style-type: none"> ◆ The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. ◆ The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. ◆ The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. 	<p>In summary, religious education for children and young people:</p> <ul style="list-style-type: none"> ◆ provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development ◆ encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives ◆ enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society ◆ teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice 	<ul style="list-style-type: none"> ◆ Students question their beliefs and questions of right and wrong when considering social issues and injustices in society (Lessons 1–3, First Give Final) ◆ Students may support charities with religious connections as part of First Give and can understand how people can express their religious belief and faith through service to others and supporting people in their community (Lessons 2–3, social action, First Give Final) ◆ Students have the opportunity to flourish within their communities as active citizens, taking action to support that community (Lesson 4, social action, First Give Final) ◆ Students respect others when discussing social issues and hearing about the social issues that their peers care about (Lessons 2–3) ◆ Students communicate with charities, being respectful and mindful that they are likely to meet people who have been impacted by the social issues that they are focussing on during First Give. (charity meeting, social action, First Give Final)

- ◆ The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

- ◆ prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

- ◆ Students carefully consider their responsibilities and are supported to actively contribute to their communities through their social action (Lesson 4, social action).

Computing Curriculum¹³

Aims	Subject content	First Give activities
<p>Are responsible, competent, confident and creative users of information and communication technology.</p>	<p>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>	<ul style="list-style-type: none"> ◆ Students learn how to use the internet to research charities in their local community (Lesson 2) ◆ Students can choose to use PowerPoint or Slides to create their presentations (Lessons 5–8, Presentation Skills Workshop) ◆ Students can choose to create a short video to enhance their presentations (Lessons 5–8, Presentation Skills Workshop).

Curriculum Links

Wales

Introduction

In this section you will find details of how the First Give programme can complement your school's provision of a number of whole school requirements (for Estyn, and the four purposes of the new Curriculum for Wales).

In addition, you will find detailed descriptions of how First Give links to specific elements of the "areas of learning and experience" from the new Curriculum for Wales (Health and Wellbeing; Humanities; Languages, Literacy and Communication).

Overview

Whole school themes

The Four Purposes

Students will develop in all four purposes of the new Welsh curriculum, most notably as ethical, informed citizens of Wales and the world.

Estyn

Students will be supported in their wellbeing and personal development, particularly in relation to their participation as active citizens.

Areas of Learning and Experience

Health and Wellbeing

Students will process and respond to challenging social issues affecting their community.

Humanities

Students will become more informed, self-aware citizens, and learn ways of taking considered and ethical actions.

Languages, Literacy and Communication

Students will express themselves through the development and delivery of public presentations.

The Four Purposes¹⁴

The four purposes of the Wales Curriculum are to develop children and young people as:

The First Give programme will support your school to deliver elements of all of these purposes, perhaps most obviously in developing students as ethical, informed citizens of Wales and the world.

Ambitious, capable learners, ready to learn throughout their lives

- ✦ Students set themselves high standards and challenge themselves in both the social action that they carry out and the presentations they create to advocate for their charity
- ✦ Students are encouraged to use the skills and knowledge they build up on First Give to carry out social action in different contexts
- ✦ Students question the issues in society and look for ways that they can contribute to tackling those issues
- ✦ Students communicate effectively both in group working and when presenting to an audience at the Final, this communication can be in Welsh or English
- ✦ Students explain the ideas and concepts that they have learnt about on First Give through their presentations
- ✦ Students use digital technologies creatively to research and connect with charities and to create engaging presentations.

Enterprising, creative contributors, ready to play a full part in life and work

- ✦ Students connect and apply their knowledge and skills to create social action plans and presentations
- ✦ Students think creatively about how they can take steps to address social issues in their community
- ✦ Students identify and grasp opportunities to carry out social action that has a meaningful impact both in the school community and further afield
- ✦ Students take measured risks and for some students carrying out social action will be a new experience
- ✦ Students will take on different roles within their group and within the class over the course of First Give and will lead on parts of their group's social action and presentation

- ✦ Students take responsibility for carrying out their social action plans outside of lesson time
- ✦ Students are encouraged to express ideas and emotions through different media in their presentations
- ✦ Students use their energy and skills to carry out social action for the benefit of other people.

Ethical, informed citizens of Wales and the world

- ✦ Students research and develop an understanding of their chosen social issue. Students will use evidence about the extent and impact of their social issues on peoples' lives in their presentation
- ✦ Students engage with contemporary social issues that they see around them. Students decide which social issue and charity they would like to support based on their knowledge and values
- ✦ Students understand and consider the positive impact that their social action could have when planning and carrying out their social action plans
- ✦ Students gain knowledge about their community and society through both considering social issues and through developing the understanding of the role of charities in society
- ✦ Students who choose a charity with an environmental focus for First Give show their commitment to the sustainability of the planet.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

- ✦ Students develop their values and ethical beliefs around social issues and social injustice
- ✦ Students build their mental and emotional well-being by developing confidence in working together to carry out social action and presenting publicly. Students develop empathy through considering the impact of social issues on other peoples' lives
- ✦ Students develop confidence to participate in performance and public speaking through their First Give presentations
- ✦ Students form positive relationships based on mutual respect with charity representatives and other members of the community that they encounter as part of First Give
- ✦ Students may face and overcome challenge as part of putting their social action plans into practice
- ✦ Students develop skills and knowledge to help them carry out independent social action in the future.

Estyn

Aims	First Give activities
<p>Wellbeing¹⁵</p> <ul style="list-style-type: none"> ◆ Inspectors should consider how well pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children’s rights. 	<p>The First Give programme helps to develop ethical and informed young people using their skills to make the lives of others in their community better. Young people identify social issues and injustices in their local community and take responsibility for carrying out social action to tackle these problems. Students are encouraged to take their experiences on First Give forward to continue to be active citizens.</p>
<p>Personal development (including spiritual, moral, social and cultural development)¹⁶</p> <ul style="list-style-type: none"> ◆ Inspectors should consider how well the school’s provision prepares pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school. ◆ They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others both locally and as members of a diverse global world. ◆ Inspectors should look at how well the school helps pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect. 	<ul style="list-style-type: none"> ◆ Students are encouraged to become active citizens, taking action to tackle issues in their community. ◆ Students choose a range of social issues to focus on during the First Give programme. Most of these issues link strongly to fairness, justice and injustice and sustainability. Students understand the needs of others in their community and consider what they can do to help fulfil these needs. ◆ Depending on the social issues and charities chosen by students they may carefully consider issues relating to equality and diversity. Students develop the value of respect when considering social issues and speaking to representatives from their chosen charity, acknowledging that some of the social issues may affect their peers.

Health and Well-being

Students who choose to focus on social issues related to health and mental health will gain additional opportunities to develop in a fuller range of the what matters statements in this area. Below we have selected the three what matters statements that First Give most obviously applies to.

What Matters statements in Health and Well-being ¹⁷	First Give activities
<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p>	<ul style="list-style-type: none"> ◆ Students research and select social issues affecting the local community and reflect on the experiences that lead to these issues. In many cases students will focus on issues that are relevant to them or their own experience leading to opportunities to process and respond to experiences that have affected them or those close to them (Lessons 1-3) ◆ Students will develop empathy as a result of exposure to a range of social issues, and through meeting with charity representatives (Lessons 1-4, charity meeting).
<p>Our decision-making impacts on the quality of our lives and the lives of others.</p>	<ul style="list-style-type: none"> ◆ Students will reflect on the causes and links between social issues that affect their community (Lesson 1) ◆ Students will research social issues and charities to decide which to support (Lesson 2) ◆ Students will work in groups and make collective decisions based on research and discussion (Lessons 2-3).
<p>How we engage with social influences shapes who we are and affects our health and wellbeing.</p>	<ul style="list-style-type: none"> ◆ Students reflect on their own responses to social issues and thereby their own values and attitudes (Lessons 1-8) ◆ Students connect with charities tackling a range of social issues, presenting the opportunity to understand how different groups might be impacted by issues (Lesson 2, charity meeting).

Humanities

What Matters statements in Humanities ¹⁸	First Give activities
<p>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p>	<ul style="list-style-type: none"> ✦ Students reflect on the causes of social issues and connections between them (Lesson 1) ✦ Students research online to understand the range of charities and their responses to their chosen social issue, presenting their research to the rest of their class (Lessons 2–3) ✦ Students reflect on how different groups in society respond to social issues (Lessons 1–3 and charity meeting)
<p>Human societies are complex and diverse, and shaped by human actions and beliefs.</p>	<ul style="list-style-type: none"> ✦ Students research social issues and the role of different groups in society and will come to realise that the choices we all make, individually and collectively, can have major impacts on society (Lessons 1–2) ✦ Students carry out and evaluate their social action and will understand how they, as individuals, can shape the communities in which they live (Lessons 4 and 7, social action).
<p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.</p>	<ul style="list-style-type: none"> ✦ Students will participate reflect on their own responsibilities as citizens regarding social issues in the community (Lessons 1–8, charity meeting, social action) ✦ Students will engage with local charities and become informed about how issues are being tackled in their community (Lessons 2 and 3, charity meeting) ✦ Students evaluate the impact of their social action, supporting them to better justify their own decisions when acting socially or politically (Lessons 4 and 7) ✦ Students take committed social action as caring participative citizens of their local community and by responding to social issues create meaning and purpose in their own lives (Lessons 4 and 7, social action).

Languages, Literacy and Communication

What Matters statements in Languages, Literacy and Communication¹⁹	First Give activities
Languages connect us.	<ul style="list-style-type: none"> ◆ Through our bilingual (Welsh and English) resources, First Give provides another opportunity for young people in Wales to develop their Welsh language acquisition, linking to Siarter Iath’s aim to have 1 million Welsh speakers in Wales by 2050.
Understanding languages is key to understanding the world around us.	<ul style="list-style-type: none"> ◆ Students interpret meaning through watching videos and presentations and listening to and reading case studies from First Give resources (Lessons 1, 4 and 7) ◆ Students review online written content and video content to understand the actions and impact of charities (Lesson 2).
Expressing ourselves through language is key to communication.	<ul style="list-style-type: none"> ◆ Students interact with charities in person, and are encouraged to build relationships with these representatives (Charity meeting) ◆ Students develop short pitches in groups, and deliver these to the rest of their class/form (Lesson 3) ◆ Students develop five minute presentations in groups, delivering these to the rest of their class. One group will deliver their presentation to a wider audience at the First Give Final (Lessons 5, 6, 7 and 8, First Give Final) ◆ Students are given the tools to progress as confident communicators through the presentation skills training videos and the Presentation Skills Workshop, (Lessons 5 and 7, Presentation Skills Workshop).

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