

THE COST OF THE SCHOOL DAY



COST OF THE SCHOOL DAY WITHIN THE CURRICULUM

Talking about poverty with children and young people can lead to discussion of a broad range of issues relevant to the curriculum as well as reflections on their own values and beliefs. Topical issues raised for discussion by children and young people of all ages have included:

- reasons behind inequalities in society
- changes to the social security system
- food insecurity
- in work poverty and low wages
- societal attitudes and media representations of poverty
- different beliefs regarding individual and structural explanations for poverty.

When discussion is focused on improving school policies and practices for children from low income households, there is scope to present the issues within a child rights framework with children's participation a way of bringing about positive changes in their school communities.

Listed below are selected experiences, outcomes and benchmarks in which poverty and associated issues might be addressed. This list is not comprehensive but is intended to provide a starting point to consider Cost of the School Day links with the curriculum.

“It’s better to educate kids on poverty. I think they should do more, like, financial awareness of the areas we’re in because these are some of the poorest areas in Dundee. And if you were to take that and teach kids more about that then I think they’d take people having less money less as a joke and take it more seriously. I think in the younger years they think ‘oh you don’t have that, you’re not good enough’ but that’s because of a lack of knowledge.”

S5 pupil, Dundee

“Pupils need to be more open minded. Maybe if we were taught lessons about people who have less money... You need to be brought up in an environment where you’re open to people who are different. If you’re brought up to be open to talking about these things then you’ll be a better adult and then our generation will be better.”

P7 pupil, Glasgow

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Health and wellbeing across learning: experiences and outcomes

Social wellbeing (Early to Fourth level)	<ul style="list-style-type: none"> ■ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. ■ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all ■ Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
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Social Studies Benchmarks (March 2017)

Second level	<ul style="list-style-type: none"> ■ Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples. ■ Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration
Third level	<ul style="list-style-type: none"> ■ Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability. ■ Makes two or more reasoned suggestions of ways in which this inequality might be addressed.
Fourth level	<ul style="list-style-type: none"> ■ Suggests the impact of a social issue, for example, poverty, and demonstrates the attitudes of those affected.

Religious and Moral Education Benchmarks (March 2017)

Second level	<ul style="list-style-type: none"> ■ Discusses ways in which own values can affect actions ■ Discusses and expresses views about the importance of values such as honesty, respect and compassion.
Third level	<ul style="list-style-type: none"> ■ Analyses how values, for example, honesty, respect and compassion might be applied in relation to at least one moral issue, illustrating a possible impact on society ■ Expresses an opinion with supporting reasons on the relationship between own values and actions
Fourth level	<ul style="list-style-type: none"> ■ Evaluates how at least one moral viewpoint might be applied in relation to at least one moral issue. ■ Expresses a developed opinion with supporting reasons on the relationship between own values and actions.