

KS1 & KS2 - Citizenship at MPPS

KS1

	School Values	Behavior Policy	Curriculum Themes	Emotional Intelligence	British Values	School Council	Collective Worship	SCIENCE	PSHE	RE	P4C	PE	FORREST SCHOOL	Feedback	Roles	Trips and Visits
Developing confidence and responsibility and making the most of their abilities																
to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	✓			✓	✓						✓					
to share their opinions on things that matter to them and explain their views;			✓			✓			✓		✓					
to recognise, name and deal with their feelings in a positive way;				✓					✓							
to think about themselves, learn from their experiences and recognise what they are good at;	✓	✓		✓										✓		
how to set simple goals.			✓	✓										✓		

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Preparing to play an active role as citizens																
to take part in discussions with one other person and the whole class;						✓			✓		✓					
to take part in a simple debate about topical issues;			✓			✓			✓		✓					
to recognise choices they can make, and recognise the difference between right and wrong;	✓	✓	✓	✓	✓						✓					
to agree and follow rules for their group and classroom, and understand how rules help them;	✓	✓											✓		✓	
to realise that people and other living things have needs, and that they have responsibilities to meet them;				✓	✓				✓						✓	
what improves and harms their local, natural and built environments and about some of the ways people look after them;			✓	✓					✓				✓			
to contribute to the life						✓			✓						✓	

of the class and school;																
to realise that money comes from different sources and can be used for different purposes																
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Developing a healthy, safer lifestyle																
how to make simple choices that improve their health and wellbeing;								✓	✓			✓				
to maintain personal hygiene;	✓			✓				✓	✓							
how some diseases spread and can be controlled;								✓	✓							
about the process of growing from young to old and how people's needs change;								✓								
the names of the main parts of the body;								✓								
that all household products, including medicines, can be harmful if not used									✓							

properly;																	
rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.									✓								
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Developing good relationships and respecting the differences between people																	
to recognise how their behaviour affects other people;	✓	✓							✓								
to listen to other people, and play and work cooperatively;	✓	✓		✓							✓	✓	✓		✓		
to identify and respect the differences and similarities between people;	✓		✓	✓	✓				✓	✓	✓						
that family and friends should care for each other;	✓								✓								
that there are different types of teasing and bullying, that bullying is		✓							✓								

wrong, and how to get help to deal with bullying.																
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Breadth of opportunities																
take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)		✓													✓	
feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)		✓		✓										✓		
take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such			✓								✓					

as 'where our food and raw materials for industry come from')																
make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)			✓						✓							
meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)																✓
develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)		✓									✓	✓				
consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple			✓						✓		✓					

environmental issues)																
ask for help (for example, from family and friends, midday supervisors, older pupils, the police.									✓					✓		

safe routines can reduce their spread.																	
About how the body changes as they approach puberty.								✓	✓								
Which commonly available substances and drugs are legal and illegal, their effects and risks.									✓								
To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.		✓							✓								
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.				✓					✓								

of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.																	
To recognise and challenge stereotypes.			✓														
That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.			✓						✓								
Where individuals, families and groups can get help and support.		✓							✓								

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Breadth of opportunities																		
Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).						✓									✓			
Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can		✓		✓										✓				

<p>organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).</p>																	
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<p>Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters).</p>						✓									✓	✓	
<p>Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment).</p>			✓	✓	✓					✓							

Find information and advice (for example, through helplines; by understanding about welfare systems in society).									✓								
Prepare for change (for example, transferring to secondary school.)			✓						✓								