

Citizenship at St Anne's Catholic Primary School



Pupils at St Anne's learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will become and encouraged to be more mature, independent and self-confident. They will learn about the wider world and the interdependence of communities within it. The children develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They children learn how to take part more fully in school and community activities. As the children begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They will learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist unjust behaviours.

I. Pupils should be taught:

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| to talk and write about their opinions, and explain their views, on issues that affect themselves and society; | <ul style="list-style-type: none"> o PSHE lessons o Curriculum- Religious Education, English, geography and history o Social Justice workshops British Values- mutual respect, individual liberty and Catholic Social Teachings |
| to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; | <ul style="list-style-type: none"> o PSHE lessons o RSE lessons (specifically Relationships) o British Values- mutual respect, individual liberty o Core value- autonomy, challenge aspiration Children as leaders Mental Health Award School 2022 Class ethos- Positive mind set target setting, feedback o Celebration assemblies and general class praise and rewards |
| to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; | <ul style="list-style-type: none"> o PSHE lessons o Curriculum- Science investigation, historical enquiries, big questions o Oracy encouragement and debate o Personal development o Social Justice Workshops (year 5 and 6) |
| to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; | <ul style="list-style-type: none"> o PSHE lessons / Social and Emotional Learning lessons o RSE lessons o Prayer reflections and Collective Worship Curriculum- Science (Y5/Y6) |
| 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; | <ul style="list-style-type: none"> o PSHE lessons o Vocations Week (and vocation links throughout the year) o Subject development assemblies o Curriculum- all subjects exploration of careers |
| to look after their money and realise that future wants and needs may be met through saving | <ul style="list-style-type: none"> o PSHE lessons o My Money Week - linked to maths o Flourishing Fivers – Year 5 |

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Fiver Challenge – Year 4
Curriculum- especially Maths

Preparing to play an active role as citizens.

2. Pupils should be taught:

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| to research, discuss and debate topical issues, problems and events | <ul style="list-style-type: none"> ○ PSHE lessons ○ Social Justice Workshops ○ Oracy and debate lessons - such as sustainability in year 5 Geography ○ Curriculum- English, geography, RE, history, drama ● British Values- democracy, individual liberty, tolerance |
| why and how rules and laws are made and enforced, why different rules | <ul style="list-style-type: none"> ○ PSHE lessons ○ Links with the Community Support Officers ○ Democracy within school – school voting system ○ Rules within school shared in assembly ○ Develop a political understanding within the UK government |
| are needed in different situations and how to take part in making and changing rules | <ul style="list-style-type: none"> ○ Assemblies ○ British Values- individual liberty, mutual respect, rule of law, democracy ○ Curriculum- especially PE, Science ○ PSHE lessons |
| that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; | <ul style="list-style-type: none"> ○ PSHE lessons ○ Work with the Community support link officers ○ Social and Emotional Learning lessons ○ British Values- individual liberty, mutual respect, rule of law, democracy ○ Behaviour policy and approaches ○ Assemblies |
| to reflect on spiritual, moral, social, vocational and cultural issues, using imagination to understand other people's experiences | <ul style="list-style-type: none"> ○ PSHE lessons ○ Religious Education lessons ○ Mass and Collective Worship ○ Curriculum- especially English, Science, history, geography, RE, |

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| | <ul style="list-style-type: none"> ○ Oracy and debate ○ Exploration of characters and their experiences through core and other texts |
| to resolve differences by looking at alternatives, making decisions and explaining choices | <ul style="list-style-type: none"> ○ PSHE lessons British Values- individual liberty, mutual respect, rule of law, democracy ○ Behaviour policy and approaches |
| what democracy is, and about the basic institutions that support it locally and nationally | <ul style="list-style-type: none"> ○ PSHE lessons ○ British Values- individual liberty, mutual respect, rule of law, democracy ○ Behaviour policy and approaches ○ School councillor elections and contributions ○ Other voting opportunities in class, school or wider community |
| to recognise the role of voluntary, and community groups | <ul style="list-style-type: none"> ○ PSHE lessons ○ Lenten Charity tasks ○ Special visitors ○ Assemblies ○ School events, fayres etc. ○ Curriculum- especially geography and RE |
| to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | <ul style="list-style-type: none"> ○ PSHE lessons ○ Broad curriculum that represent a range of people ○ A vast array of books and themes throughout school ○ Curriculum- especially in RE, Science, history, geography, the arts ○ Other Faith Week celebrations in class ○ Assemblies |

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| that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment | <ul style="list-style-type: none"> ○ PSHE lessons ○ Curriculum- especially geography (sustainability, rivers) ○ Social Justice Workshops ○ British Values- democracy |
| to explore how the media present information | <ul style="list-style-type: none"> ○ PSHE ○ Curriculum- especially in English, computing, history ○ Assemblies |

Developing a healthy, safer lifestyle.

3. Pupils should be taught:

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| what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; | <ul style="list-style-type: none"> ○ PSHE lessons ○ Healthy School's Award. ○ Curriculum- Science, DT (cookery) PE ○ RSE lessons |
| that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; | <ul style="list-style-type: none"> ○ PSHE lessons ○ Curriculum- especially Science |
| about how the body changes as they approach puberty; | <ul style="list-style-type: none"> ○ PSHE lessons ○ RSE lessons ○ Curriculum – Science (Y5, Y6) |
| which commonly available substances and drugs are legal and illegal, their effects and risks; | <ul style="list-style-type: none"> ○ PSHE lessons |
| 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; | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies, e.g. Childline visits ○ PANTS lesson – NSPCC ○ Curriculum –RSE ○ Cycling Proficiency Week ○ Community Support Officer Link visits |

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| 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; | <ul style="list-style-type: none"> ○ PSHE ○ Social and Emotional Learning ○ Core values- autonomy, enquiry, collaboration ○ British Values- rule of law, mutual respect, individual liberty |
| school rules about health and safety, basic emergency aid procedures and where to get help | <ul style="list-style-type: none"> ○ PSHE ○ School ethos and behaviour approaches/policy ○ First aid- KS2 |

Developing good relationships and respecting the differences between people,

4. Pupils should be taught:

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| that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view | <ul style="list-style-type: none"> ○ PSHE lessons ○ RSE lessons ○ Social and Emotional Learning lessons for specific children ○ School behaviour policy and approaches, general ethos and mission of the school ○ Curriculum-especially in English and RWI lessons that explore key themes ○ British Values- mutual respect, tolerance, individual liberty |
| to think about the lives of people living in other places and times, and people with different values and customs | <ul style="list-style-type: none"> ○ PSHE lessons ○ CAFOD charity work and learning opportunities ○ Curriculum- English, RE, geography and history lessons ○ British Values - mutual respect, tolerance, autonomy, individual liberty, democracy |
| to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; | <ul style="list-style-type: none"> ○ PSHE lessons ○ RE specific units of work linked to marriage ○ RSE lessons ○ Curriculum – especially in English, RE, geography ○ British Values- tolerance, mutual respect, individual liberty, rule of law |

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| <p>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies ○ Inclusive themed Mission Statement ○ Anti-Bullying Week Focus ○ School behaviour policy and approaches ○ Story times- range of texts available to explore themes of racism ○ Circle times and general class discussions ○ Computing – staying safe online, reporting concerns (Workshops for UKS2) ○ Support for parents linked to Online Safety ○ British Values- tolerance, mutual respect, individual liberty, rule of law |
| <p>to recognise and challenge stereotypes</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies ○ Inclusive themed Mission Statement ○ School behaviour policy and approaches ○ Story times- range of texts available to explore themes of inclusivity ○ Circle times and general class discussions ○ Anti-bullying weeks and school ethos ○ Computing – staying safe online, reporting concerns ○ British Values- tolerance, mutual respect, individual liberty, rule of law |
| <p>that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies ○ Curriculum- especially RE, geography, history ○ Inclusive themed Mission Statement ○ School behaviour policy and approaches ○ Story times- range of texts available that represent a range of people and their lives ○ Circle times and general class discussions ○ Anti-bullying weeks and school ethos of respect and tolerance ○ British Values- tolerance, mutual respect, individual liberty, rule of law |

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| <p>where individuals, families and groups can get help and support</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies ○ Anti-racist school ethos ○ School behaviour policy and approaches ○ Story times- range of texts available that represent a range of people and their lives ○ Circle times and general class discussions ○ Children are aware of the safeguarding and inclusion team (including family worker) ○ Anti-bullying weeks and school ethos ○ Computing – staying safe online, reporting concerns ○ British Values- tolerance, mutual respect, individual liberty, rule of law |
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During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

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| <p>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);</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ School behaviour policy and approaches ○ PE play time leaders ○ Children as leaders – particularly sports leaders, school councillors, Liturgical Leaders ○ Buddies duties in year 5 and 6 (supporting reception and year 1) ○ Curriculum – Science lessons (habitats in year 2) |
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| <p>feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Personal Development Journals ○ Celebration and other assemblies ○ Class and school ethos, including the school mission 'unique and special' ○ Unique and Special Passports ○ Performances and exhibitions relating to the arts, celebrating achievements <p>British Values- individual liberty, mutual respect</p> |
| <p>participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)</p> | <ul style="list-style-type: none"> ○ Oracy and debate lessons ○ School events led by leaders in school (ECO – fair trade Liturgical Leaders – Lent/Christmas School Councillors – whole school decision making) ○ Class votes and general class democracy ○ PSHE lessons ○ British Values- democracy |
| <p>make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ My Money Week – Maths ○ Lunchtimes – menus and choices on offer ○ Curriculum- Science, PE, maths ○ British Values- individual liberty, mutual respect |

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| <p>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> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Social Justice Meetings – speaking to people over the world ○ Curriculum- in particular geography ○ Oracy lessons ○ Meetings with Deacon Stuart from the Parish ○ Links with Community Support Officers ○ CAFOD link support worker ○ Other Faith Week –Judaism Speaker ○ Father Hudson Voluntary Charity worker/speaker |
| <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> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Curriculum – all subjects ○ Buddy activities with year 5 and 6 ○ Links with the Parishioners and the Liturgical Leaders ○ Links with a school in France ○ British Values- tolerance, mutual respect, individual liberty, democracy |
| <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> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies <p>Circle times and general class discussions</p> <ul style="list-style-type: none"> ○ Story times ○ British Values- rule of law, democracy, mutual respect, individual liberty <ul style="list-style-type: none"> ○ Anti-bullying weeks and school ethos and the mission of the school – revisited throughout the year |
| <p>find information and advice (for example, through helplines; by understanding about welfare systems in society);</p> | <ul style="list-style-type: none"> ○ PSHE lessons ○ Assemblies ○ Posters around school |

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prepare for change (for example, transferring to secondary school.)

- PSHE lessons
- Transition workshops for children in year 6
- Support for children each year who require extra support with transition to a new year through pupil passports.
- Transition meetings with teachers each year (including secondary school)
- Transition packs and lessons to support pupils and families