



Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

to talk and write about their opinions, and explain their views, on issues that affect themselves and society;	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- especially English, geography and history</li> <li>○ British Values- mutual respect, individual liberty</li> <li>○ Politics</li> </ul>
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"> <li>○ PSHE lessons</li> <li>○ British Values- mutual respect, individual liberty</li> <li>○ Core value- autonomy, challenge aspiration</li> <li>○ Class ethos- mistakes and mind sets, target setting, feedback</li> <li>○ Celebration assemblies and general class praise and rewards</li> </ul>
to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Core value- challenge, aspiration, engagement, enquiry</li> <li>○ Curriculum- Science investigation, historical enquiries, big questions</li> <li>○ Oracy and debate</li> <li>○ Personal development week – voluntary/community tasks</li> </ul>
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"> <li>○ PSHE lessons</li> <li>○ Curriculum- Science (Y5/Y6)</li> <li>○ Social and Emotional Learning lessons</li> </ul>
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"> <li>○ PSHE lessons</li> <li>○ Subject development assemblies</li> <li>○ Curriculum- all subjects exploration of careers</li> <li>○ Core values- aspiration, challenge, engagement</li> </ul>
to look after their money and realise that future wants and needs may be met through saving	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Citizenship lessons</li> <li>○ Curriculum- especially Maths and geography</li> <li>○ Personal development weeks</li> <li>○ Core values- aspirations, challenge</li> </ul>

Preparing to play an active role as citizens.

2. Pupils should be taught:

to research, discuss and debate topical issues, problems and events	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Oracy and debate lessons</li> <li>○ Curriculum- across almost all subjects but especially English, geography, RE, history, drama</li> <li>○ Core values- autonomy, enquiry, diversity, collaboration</li> <li>○ British Values- democracy, individual liberty, tolerance</li> </ul>
why and how rules and laws are made and enforced, why different rules	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Democracy week</li> </ul>



are needed in different situations and how to take part in making and changing rules	<ul style="list-style-type: none"><li>○ Assemblies</li><li>○ British Values- individual liberty, mutual respect, rule of law, democracy</li><li>○ Core values- collaboration, enquiry, challenge, autonomy</li><li>○ Curriculum- especially PE, the arts, Science</li></ul>
to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Anti-bullying week</li><li>○ Anti-racism school ethos</li><li>○ Assemblies</li><li>○ Core values- diversity, engagement, collaboration, aspiration</li><li>○ British Values- individual liberty, mutual respect, rule of law, democracy</li><li>○ Behaviour policy and approaches</li><li>○ Politics lessons</li></ul>
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"><li>○ PSHE lessons</li><li>○ Social and Emotional Learning lessons</li><li>○ Core values- diversity, engagement, collaboration, challenge, autonomy</li><li>○ British Values- individual liberty, mutual respect, rule of law, democracy</li><li>○ Behaviour policy and approaches</li><li>○ Politics lessons</li><li>○ Assemblies</li></ul>
to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Curriculum- especially English, Science, history, geography, RE, drama</li><li>○ SMSC content explored through personal development weeks</li><li>○ Oracy and debate</li><li>○ Exploration of characters and their experiences through core and other texts</li></ul>
to resolve differences by looking at alternatives, making decisions and explaining choices	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Core values- diversity, engagement, collaboration</li><li>○ British Values- individual liberty, mutual respect, rule of law, democracy</li><li>○ Behaviour policy and approaches</li><li>○ Politics lessons</li></ul>
what democracy is, and about the basic institutions that support it locally and nationally	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ British Values- individual liberty, mutual respect, rule of law, democracy</li><li>○ Behaviour policy and approaches</li><li>○ JLT elections and meetings</li><li>○ Head boy and head girl elections and contributions</li><li>○ Other voting opportunities in class, school or wider community</li><li>○ Politics lessons</li></ul>



<p>to recognise the role of voluntary, community and pressure groups</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Personal development weeks – charity and voluntary tasks</li> <li>○ Special visitors</li> <li>○ Assemblies</li> <li>○ JLT-led fund raisers</li> <li>○ School events, fayres etc.</li> <li>○ Curriculum- especially geography and RE</li> <li>○ Core values- engagement, aspiration, challenge, collaboration</li> </ul>
<p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Broad curriculum that represent a range of people</li> <li>○ Curriculum- especially in RE, Science, history, geography, the arts</li> <li>○ Assemblies</li> </ul>
<p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- especially geography</li> <li>○ Politics lessons during personal development weeks</li> <li>○ British Values- democracy</li> <li>○ Core values- engagement</li> </ul>
<p>to explore how the media present information</p>	<ul style="list-style-type: none"> <li>○ PSHE</li> <li>○ Curriculum- especially in English, computing, history</li> <li>○ Assemblies</li> <li>○ Core values- enquiry, engagement</li> </ul>

Developing a healthy, safer lifestyle.

3. Pupils should be taught:

<p>what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- Science, DT, PE</li> <li>○ Core values- autonomy, aspiration, challenge, enquiry, engagement</li> </ul>
<p>that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- especially Science</li> <li>○ Core values- autonomy</li> <li>○ Assemblies</li> <li>○</li> </ul>



about how the body changes as they approach puberty;	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Curriculum – Science (Y5, Y6)</li> </ul>
which commonly available substances and drugs are legal and illegal, their effects and risks;	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Curriculum – drugs education (Y6)</li> </ul>
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"> <li>o PSHE lessons</li> <li>o Assemblies, e.g. Childline visits</li> <li>o Curriculum –RSE Y6</li> </ul>
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"> <li>o PSHE</li> <li>o Social and Emotional Learning</li> <li>o Core values- autonomy, enquiry, collaboration</li> <li>o British Values- rule of law, mutual respect, individual liberty</li> </ul>
school rules about health and safety, basic emergency aid procedures and where to get help	<ul style="list-style-type: none"> <li>o PSHE</li> <li>o School ethos and behaviour approaches/policy</li> <li>o First aid- Y6</li> </ul>

Developing good relationships and respecting the differences between people,

4. Pupils should be taught:

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"> <li>o PSHE lessons</li> <li>o Social and Emotional Learning lessons</li> <li>o Core values- enquiry, collaboration, diversity</li> <li>o School behaviour policy and approaches, general ethos</li> <li>o Curriculum-especially in English and RWI lessons that explore key themes, the arts</li> <li>o British Values- mutual respect, tolerance, autonomy, individual liberty</li> </ul>
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"> <li>o PSHE lessons</li> <li>o Curriculum- especially English, RE, geography and history lessons</li> <li>o Core value- collaboration, diversity, autonomy, engagement</li> <li>o British Values - mutual respect, tolerance, autonomy, individual liberty, democracy</li> </ul>
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"> <li>o PSHE lessons</li> <li>o Curriculum – especially in English, RE, geography, arts</li> <li>o Core values- diversity, autonomy, enquiry</li> <li>o British Values- tolerance, mutual respect, individual liberty, rule of law</li> </ul>
to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Assemblies</li> <li>o Anti-racist school ethos</li> </ul>



	<ul style="list-style-type: none"><li>o School behaviour policy and approaches</li><li>o Story times- range of texts available to explore themes of racism</li><li>o Circle times and general class discussions</li><li>o Core value- collaboration, diversity, autonomy, engagement</li><li>o Anti-bullying weeks and school ethos</li><li>o Computing – staying safe online, reporting concerns</li><li>o British Values- tolerance, mutual respect, individual liberty, rule of law</li></ul>
to recognise and challenge stereotypes	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Assemblies</li><li>o Anti-racist school ethos</li><li>o School behaviour policy and approaches</li><li>o Story times- range of texts available to explore themes of racism</li><li>o Circle times and general class discussions</li><li>o Core value- collaboration, diversity, autonomy, engagement</li><li>o Anti-bullying weeks and school ethos</li><li>o Computing – staying safe online, reporting concerns</li><li>o British Values- tolerance, mutual respect, individual liberty, rule of law</li></ul>
that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Assemblies</li><li>o Curriculum- especially RE, geography, history</li><li>o Anti-racist school ethos</li><li>o School behaviour policy and approaches</li><li>o Story times- range of texts available that represent a range of people and their lives</li><li>o Circle times and general class discussions</li><li>o Core value- collaboration, diversity, autonomy, engagement</li><li>o Anti-bullying weeks and school ethos of respect</li><li>o British Values- tolerance, mutual respect, individual liberty, rule of law</li></ul>
where individuals, families and groups can get help and support	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Assemblies</li><li>o Anti-racist school ethos</li><li>o School behaviour policy and approaches</li><li>o Story times- range of texts available that represent a range of people and their lives</li><li>o Circle times and general class discussions</li><li>o Core value- collaboration, diversity, autonomy, engagement</li><li>o Anti-bullying weeks and school ethos</li><li>o Computing – staying safe online, reporting concerns</li><li>o British Values- tolerance, mutual respect, individual liberty, rule of law</li></ul>



## Citizenship at Ramsgate Arts Primary School- key stage 2

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

<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"> <li>○ PSHE lessons</li> <li>○ School behaviour policy and approaches</li> <li>○ Curriculum opportunities in Science, geography</li> <li>○ Having a class pet to care for</li> <li>○ Eco club projects</li> <li>○ Arts projects</li> <li>○ JLT projects</li> <li>○ Head boy and head girl duties</li> <li>○ Buddies duties</li> <li>○ Core values- collaboration, challenge, engagement</li> </ul>
<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"> <li>○ PSHE lessons</li> <li>○ Celebration and other assemblies</li> <li>○ Class and school ethos</li> <li>○ Performances and exhibitions relating to the arts, celebrating achievements</li> <li>○ Feedback strategies deployed at RAPS</li> <li>○ Core values- challenge, autonomy, aspiration, enquiry</li> <li>○ Rewards systems used as a school</li> <li>○ British Values- individual liberty, mutual respect</li> </ul>
<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"> <li>○ Oracy and debate lessons</li> <li>○ JLT and head boy and girl elections</li> <li>○ JLT projects</li> <li>○ Christmas and Summer Fayres and other school events</li> <li>○ Visits such as the Houses of Parliament trip</li> <li>○ Class votes and general class democracy</li> <li>○ PSHE lessons</li> <li>○ British Values- democracy</li> <li>○ Core values- engagement, collaboration, enquiry, autonomy</li> <li>○ Citizenship lessons</li> <li>○ Curriculum – especially English</li> </ul>
<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"> <li>○ PSHE lessons</li> <li>○ Lunchtimes – menus and choices on offer</li> <li>○ Curriculum- Science, PE</li> <li>○ Core values- engagement, collaboration, enquiry, autonomy</li> <li>○ British Values- individual liberty, mutual respect</li> <li>○ Core values- enquiry, autonomy</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- in particular geography</li> <li>○ Oracy and debate lessons</li> <li>○ Core values- engagement, collaboration, enquiry, autonomy</li> </ul>



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neighbourhood, such as religious leaders, community police officers);	<ul style="list-style-type: none"><li>o Etiquette ethos at RAPS</li></ul>
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);	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Curriculum – all subjects</li><li>o Core values- collaboration, diversity, enquiry, engagement</li><li>o Voluntary community projects</li><li>o British Values- tolerance, mutual respect, individual liberty, democracy</li></ul>
consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Assemblies</li><li>o Oracy and debate</li><li>o Politics</li><li>o Circle times and general class discussions</li><li>o Story times</li><li>o Core value- collaboration, autonomy, diversity</li><li>o British Values- rule of law, democracy, mutual respect, individual liberty</li><li>o Anti-bullying weeks and school ethos</li></ul>
find information and advice (for example, through helplines; by understanding about welfare systems in society);	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Assemblies</li><li>o Posters around class/school</li></ul>
prepare for change (for example, transferring to secondary school.)	<ul style="list-style-type: none"><li>o PSHE lessons</li><li>o Personal development weeks- transition focus in term 6</li><li>o Transition assemblies and events</li><li>o Core value- challenge, autonomy</li><li>o Social and Emotional Learning lessons</li><li>o Transition meetings</li><li>o Transition packs and lessons to support pupils and families</li></ul>