

## Curriculum Progression – Citizenship KS1

## Developing confidence and responsibility

## Playing an active role as citizens

## Developing a healthy, safer lifestyle

## Developing good relationships and respecting differences

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<u>History</u>	<p>Joins in and talks about family customs and routines.</p> <p>Talks about significant events in their own lives.</p>	<p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>• nation and a nation's history</li> <li>• civilisation</li> <li>• monarchy</li> <li>• parliament</li> <li>• democracy</li> <li>• war and peace.</li> </ul>	<p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>• nation and a nation's history</li> <li>• civilisation</li> <li>• monarchy</li> <li>• parliament</li> <li>• democracy</li> <li>• war and peace.</li> </ul>
<u>RSHE</u>	<p>To know what money is</p> <p>To name parts of the body.</p> <p>To begin to understand that humans change as they grow.</p> <p>To understand how to use 'no' to ask someone to stop</p>	<p>To know where money comes from.</p> <p>To know how to use money (saving and spending).</p> <p>To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy).</p> <p>To know about the special people in our lives and how we care for one another.</p> <p>To learn about how we change as we grow.</p> <p>To learn about the differences and similarities between people.</p> <p>To meet "CLEVER" the robot and learn the 'Clever Never Goes Rule'.</p>	<p>To learn that money comes from different sources and can be used for different purposes, including the concepts of saving and spending.</p> <p>To learn about the role money plays in their lives, including how to keep it safe, choices about spending or saving and what influences those choices.</p> <p>To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy)</p> <p>To know about the special people in our lives and how we care for one another.</p> <p>To learn about how we change as we grow.</p> <p>To learn about the differences and similarities between people.</p> <p>To understand situations where it is and is not safe to go with another person.</p>

	<p>To develop familiarity with the Stop, Look, Listen and Think sequence</p> <p>To know that pedestrians walk on the pavement and vehicles travel on the road</p> <p>To know how to walk safely with a grown up and hold hands when walking near the road</p> <p>To know that people can become ill and that medicines might be used to make them feel better</p> <p>Recognise relationships between friends and family members</p> <p>Work and play collaboratively and take turns with others (ELG)</p> <p>Form positive attachments to adults and friendships with peers (ELG)</p> <p>Show sensitivity to their own and to others' needs</p>	<p>-To understand the 'Clever Never Goes Rule' and say what it means in their own words.</p> <p>To know how to ride a bike/ scooter and cycle/scoot safely. To know how to keep safe on the road when on holiday.</p> <p>To learn about things that go into bodies and onto skin and how this can make people feel. To learn about medicines, and the people who help them to stay healthy.</p> <p>Recognise how other people are feeling Be able to share their own feelings with other To understand what makes a good friend To understand how they can be a good friend to others To identify special people in their lives and how they should care for one another. To respect similarities and differences in others. To share their opinions on things that matter to them and explain their views. To learn about how they can contribute to the life of the classroom and the school. To help construct and agree to follow group and class rules. To recognise the ways in which they are all unique, understand that there will never be another them. To understand the ways in which we are all the same as all other people; what we have in common with everyone else.</p>	<p>To identify when someone is trying to get them to go with them and know how to respond – a firm “No”, shout for help, run away and tell an adult you trust. To know the Stop, Look, Listen and Think sequence and safer places to cross the road. To know my responsibilities as a pedestrian, cyclist, or passenger in a car or on public transport. To revisit the 'Clever Never Goes Rule'. To understand risk and the effect of risky road behaviour and can develop strategies to navigate dangerous situations caused by others. To know The Highway Code, rules of the road and road signs. To learn about medicines, and the people who help them to stay healthy. To learn about rules for keeping safe around medicines and other household products</p> <p>To recognise that their behaviour can affect others, recognise what is fair and unfair; kind and unkind, right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise the people that look after them, their family networks, who to go to if they are worried and how they can help the people who look after them to more easily protect them. To learn to listen to other people and play and work cooperatively (including simple strategies to resolve arguments through negotiations). To learn to offer constructive support and feedback to others. To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience it or witness it and how to get help. To share opinions on what matters to them and explain their views through discussions with one other person and the whole class.</p>
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<u>RE</u>	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.
<u>Values</u>	See Values Curriculum Progression document		
<u>Commando Joe's Target behaviours</u>	Taking turns; listening, teamwork Making choices; kindness; thoughtful; problem solving Understanding their behaviour; responsibility; respect; patience;	Kind; courteous; unselfishness; self-confident Listens; reflective; evaluative; creative; Cooperates; responsible; cares; helpful curious	Determined; self-controlled; persistent; positive attitude; inspires; responsible; cares Just(fair); forgiveness; honest; listens; influences; feedback; reflective Motivated; listens; influences; decision making; helpful
<u>Breadth of opportunities across KS1</u>	<ul style="list-style-type: none"> <li>• take and share responsibility by helping to make classroom rules and following them</li> <li>• feel positive about themselves , receiving rewards outlined in or behaviour policy</li> <li>• take part in discussions (for example, talking about topics of school, School Council, Pupil Voice, SEND Voice</li> <li>• make real choices , choose school meal and healthy options in salad bar,, what games to play at break and lunch, what clubs to attend</li> <li>• meet and talk with people, Rev Matt, PCSO, School Nurse</li> <li>• develop relationships through work and play, by sharing equipment with other pupils</li> <li>• consider social and moral dilemmas that they come across in everyday life, questions of fairness, right and wrong,</li> <li>• ask for help from family and friends, teachers, buddies, midday supervisors, older pupils,</li> </ul>		