

Curriculum Progression – Citizenship KS2

Developing confidence and responsibility

Playing an active role as citizens

Developing a healthy, safer lifestyle

Developing good relationships and respecting differences

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>History</u>	Describe the social, ethnic, cultural or religious diversity of past society.	Describe the social, ethnic, cultural or religious diversity of past society.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
<u>RSHE</u>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain relationships.</p> <p>To recognise different types of relationships including those between acquaintances, friends, relatives and families.</p> <p>To learn that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>To listen and respond respectfully to a wide range of people and to feel confident to raise their own concerns.</p> <p>To recognise other people's feelings and try to see, respect or constructively challenge their point of view.</p> <p>To understand the concept of keeping something secret or confidential, To learn about when we should or shouldn't agree to this.</p> <p>To recognise and manage dares.</p> <p>-To learn the difference between acceptable and unacceptable physical contact.</p> <p>To know how to respond to unacceptable physical contact.</p> <p>To know about solving disputes and conflict amongst themselves and their peers.</p> <p>To learn about some of the physical changes experienced during puberty.</p>	<p>To know how to respond appropriately to a wider range of feelings in others.</p> <p>To understand about the consequences of their actions on themselves and others.</p> <p>To learn how to work collaboratively towards shared goals.</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise.</p> <p>To give rich and constructive feedback and support to others to benefit others as well as themselves.</p> <p>-To respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>To learn about some of the physical changes experienced during puberty.</p> <p>To learn about the biological changes that happen to males and females during puberty.</p>	<p>To learn about different types of relationships (friends, families, couples, marriage, civil partnership)</p> <p>To know what constitutes a positive, healthy relationship.</p> <p>To learn the skills to maintain positive relationships</p> <p>To recognise when a relationship is unhealthy</p> <p>Learn about committed loving relationships (including marriage and civil partnerships)</p> <p>To know that marriage, arranged marriage and civil partnership is between two people who willingly agree and that to force anyone into marriage is illegal and the importance of speaking out about forced marriage.</p> <p>To judge whether physical contact is acceptable or unacceptable and how to respond</p>

<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, trolling etc.).</p> <p>To understand the importance of respect for the difference and similarities between people.</p> <p>To share their views and opinions with others.</p> <p>To know what to do if teasing and bullying is happening.</p> <p>To understand the importance of listening to others and playing cooperatively</p> <p>To recognise different types of friendships, why it is important and what makes a good friend.</p> <p>To identify what helps maintain friendships.</p> <p>To describe feelings when disagreements and conflict occur.</p> <p>To identify what can help and not help if there are friendship problems.</p> <p>To demonstrate strategies for solving arguments with peers.</p> <p>To know the Green Cross Code and safer places to cross the road.</p> <p>To know how to plan a safer journey to school.</p>	<p>To learn about the biological changes that happen to males and females during puberty.</p> <p>To know about the importance of personal hygiene during puberty.</p> <p>To know how to respond to questions about puberty.</p> <p>To know how to plan a safer journey to school.</p> <p>To know my responsibilities as a pedestrian, cyclist or passenger in a car or on public transport.</p> <p>To know how to travel independently to and from school as a pedestrian, cyclist or on public or school transport.</p> <p>To know risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others.</p> <p>To know how the Clever Never Goes rule also applies online as it does outside. Never go with anyone you don't know and report it to a trusted adult.</p> <p>To understand the clever never goes rule:-What Ok and NOT Ok means.</p> <p>To get permission if meeting someone that is not planned even if it is someone you know. What to do and say if it's NOT OK.</p> <p>To know where money comes from and what it used for</p> <p>To learn about spending and saving money.</p> <p>To learn how to keep money safe.</p> <p>To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health.</p> <p>To understand the effects of caffeine as a stimulant and its use in energy drinks.</p>	<p>To know about the importance of personal hygiene during puberty.</p> <p>To know how to respond to questions about puberty.</p> <p>To learn how and why emotions may change during puberty.</p> <p>To know about getting appropriate help, advice and support about puberty.</p> <p>To know the Green Cross Code, and safe crossing places on the road.</p> <p>To understand risk and the effects of risky behaviour.</p> <p>To develop strategies to cope with dangerous situations caused by others.</p> <p>To formulate responses to scenarios involving approaches from strangers.</p> <p>To develop strategies for keeping safe online, protecting personal information, how to manage requests for images of themselves, what is and isn't appropriate to ask for or share and who to talk to if they feel uncomfortable or concerned by such a request.</p> <p>To learn about responsible use of mobile phones, safe keeping and safe user habits, use of passcodes and turning it off at night.</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'</p> <p>To learn about some of the risks and effects of legal and illegal drug use.</p>	<p>To understand personal boundaries, to identify what they are willing to share with their most special people and that we all have rights to privacy</p> <p>To respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>To learn about the factors that make people the same or different and to recognise and challenge 'stereotypes'</p> <p>To learn about the correct use of the terms sex, gender identity and sexual orientation.</p> <p>To learn about discrimination teasing, bullying and aggressive behaviour and its effect on others (including cyber bullying, use of prejudice based language, 'trolling').</p> <p>To describe the physical and emotional changes that occur during puberty and how to manage these.</p> <p>To identify myths and facts about puberty, and what is important for a young person to know.</p> <p>To demonstrate how to begin conversations (or ask questions) about puberty with people that can help us.</p> <p>To describe some changes that happen as we grow up.</p> <p>To identify the range of feelings associated with change, transition to secondary school and becoming more independent.</p> <p>To describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities.</p> <p>To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences.</p>
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<u>RE</u>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs.</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs.</p>

<u>Values</u>	See Values Curriculum Progression Document			
<u>Commando Joe's Target behaviours</u>	Cooperate; reflective, cares; self-confident; curious; creative; influences Self-discipline; honesty; determined; reflective; positive attitude; decision makes. Courteous; just; gratitude; self-discipline; determination; kind; self-confident.	Cooperation; courageous; care; self-disciplined; pride; listens; responsible Fairness, friendship; respect; gracious; positive attitude; critical thinking; reflective. Self-discipline; courtesy; self-controlled; determination; forgiveness; honest; compassionate.	Honest; reflects; self-controlled; listens; unselfish; evaluative; courteous Caring; kindness; helpful; cooperation; courage; pride; self-confidence; decision makes Fairness; respect; friendliness; patience; influences; caring; diligent; positive attitude	Friendship; teamwork; honest; helpful; responsible; determined; self-disciplined; humorous Fairness; courtesy; patience; compassionate; curious; listens; decision makes; kind; influences Respect; fairness; determination; inquires; pride; persistent; courageous; honest; unselfish.
<u>Breadth of opportunities</u>	<ul style="list-style-type: none">• Take responsibility for the needs of others, Year 6 Buddies, PupilVoice, SEND Voice,• Feel positive about themselves, Stay and Share sessions, Productions, Journals, work displayed, positive behaviour rewards• Participate in the school's decision-making process, School Council and Pupil Voice, SEND Voice• Make real choices and decisions , deciding year group charities and fundraising opportunities• Meet and talk with people who work in the school and the neighbourhood, Pupil Voice, SEND Voice, Reverend Matt and our PCSO• Develop relationships through work and play, Pen pals in Normandy for year 6 children• Prepare for change- transition from year group to year group and to secondary school			