



Citizenship at Ramsgate Arts Primary School- key stage 2

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"> ○ PSHE lessons ○ Curriculum- especially English, geography and history ○ British Values- mutual respect, individual liberty ○ Politics
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"> ○ PSHE lessons ○ British Values- mutual respect, individual liberty ○ Core value- autonomy, challenge aspiration ○ Class ethos- mistakes and mind sets, target setting, feedback ○ 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"> ○ PSHE lessons ○ Core value- challenge, aspiration, engagement, enquiry ○ Curriculum- Science investigation, historical enquiries, big questions ○ Oracy and debate ○ Personal development week – voluntary/community tasks
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"> ○ PSHE lessons ○ Curriculum- Science (Y5/Y6) ○ Social and Emotional Learning lessons
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"> ○ PSHE lessons ○ Subject development assemblies ○ Curriculum- all subjects exploration of careers ○ Core values- aspiration, challenge, engagement
to look after their money and realise that future wants and needs may be met through saving	<ul style="list-style-type: none"> ○ PSHE lessons ○ Citizenship lessons ○ Curriculum- especially Maths and geography ○ Personal development weeks ○ Core values- aspirations, challenge

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"> ○ PSHE lessons ○ Oracy and debate lessons ○ Curriculum- across almost all subjects but especially English, geography, RE, history, drama ○ Core values- autonomy, enquiry, diversity, collaboration ○ 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 ○ Democracy week



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



to recognise the role of voluntary, community and pressure groups	<ul style="list-style-type: none"> ○ PSHE lessons ○ Personal development weeks – charity and voluntary tasks ○ Special visitors ○ Assemblies ○ JLT-led fund raisers ○ School events, fayres etc. ○ Curriculum- especially geography and RE ○ Core values- engagement, aspiration, challenge, collaboration
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 ○ Curriculum- especially in RE, Science, history, geography, the arts ○ Assemblies
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 ○ Politics lessons during personal development weeks ○ British Values- democracy ○ Core values- engagement
to explore how the media present information	<ul style="list-style-type: none"> ○ PSHE ○ Curriculum- especially in English, computing, history ○ Assemblies ○ Core values- enquiry, engagement

Developing a healthy, safer lifestyle.

3. Pupils should be taught:

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 ○ Curriculum- Science, DT, PE ○ Core values- autonomy, aspiration, challenge, enquiry, engagement
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 ○ Core values- autonomy ○ Assemblies ○



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about how the body changes as they approach puberty;	<ul style="list-style-type: none"> ○ PSHE 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 ○ Curriculum – drugs education (Y6)
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 ○ Curriculum –RSE Y6
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- Y6

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"> ○ PSHE lessons ○ Social and Emotional Learning lessons ○ Core values- enquiry, collaboration, diversity ○ School behaviour policy and approaches, general ethos ○ Curriculum-especially in English and RWI lessons that explore key themes, the arts ○ British Values- mutual respect, tolerance, autonomy, 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 ○ Curriculum- especially English, RE, geography and history lessons ○ Core value- collaboration, diversity, autonomy, engagement ○ 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 ○ Curriculum – especially in English, RE, geography, arts ○ Core values- diversity, autonomy, enquiry ○ British Values- tolerance, mutual respect, individual liberty, rule of law
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"> ○ PSHE lessons ○ Assemblies ○ Anti-racist school ethos



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

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



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neighbourhood, such as religious leaders, community police officers);	<ul style="list-style-type: none">o Etiquette ethos at RAPS
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">o PSHE lessonso Curriculum – all subjectso Core values- collaboration, diversity, enquiry, engagemento Voluntary community projectso British Values- tolerance, mutual respect, individual liberty, democracy
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">o PSHE lessonso Assemblieso Oracy and debateo Politicso Circle times and general class discussionso Story timeso Core value- collaboration, autonomy, diversityo British Values- rule of law, democracy, mutual respect, individual libertyo Anti-bullying weeks and school ethos
find information and advice (for example, through helplines; by understanding about welfare systems in society);	<ul style="list-style-type: none">o PSHE lessonso Assemblieso Posters around class/school
prepare for change (for example, transferring to secondary school.)	<ul style="list-style-type: none">o PSHE lessonso Personal development weeks- transition focus in term 6o Transition assemblies and eventso Core value- challenge, autonomyo Social and Emotional Learning lessonso Transition meetingso Transition packs and lessons to support pupils and families