



Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

<p>to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Behaviour and rewards approaches</li> <li>○ Core values- diversity, autonomy, enquiry</li> <li>○ British Values- mutual respect, democracy, individual liberty, rule of law</li> <li>○ School rules</li> <li>○ Through exploration of stories</li> <li>○ Citizenship lessons</li> <li>○ Across RAPS Curriculum subjects- especially History, Geography, English, computing</li> <li>○ Circle time</li> </ul>
<p>to share their opinions on things that matter to them and explain their views</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Oracy and debate lessons</li> <li>○ Through exploration of stories</li> <li>○ English/RWI lessons- expressing views and opinions through discussion</li> <li>○ Core values- autonomy, challenge, aspiration,</li> <li>○ British Values- individual liberty, mutual respect</li> <li>○ Circle time/Show and tell sessions</li> <li>○ Across all RAPS Curriculum subjects</li> </ul>
<p>to recognise, name and deal with their feelings in a positive way</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Behaviour policy and approaches</li> <li>○ Social and Emotional Learning lessons</li> <li>○ British Values- individual liberty</li> <li>○ Core Values-enquiry, challenge, autonomy</li> <li>○ Across RAPS Curriculum subjects- especially PE, Art, Music, Dance, Drama</li> <li>○ Mindfulness approaches used</li> </ul>
<p>to think about themselves, learn from their experiences and recognise what they are good at</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Social and Emotional Learning lessons</li> <li>○ British Values- individual liberty, mutual respect</li> <li>○ Core Values-enquiry, challenge, autonomy, aspiration, enquiry, engagement</li> <li>○ Across all RAPS Curriculum subjects</li> <li>○ Whole class feedback and talk partner work to self and peer assess</li> <li>○ Assemblies</li> </ul>
<p>how to set simple goals</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Social and Emotional lessons</li> <li>○ British Values- individual liberty</li> <li>○ Core Values- aspiration, challenge, autonomy, engagement, enquiry</li> <li>○ Across all RAPS Curriculum subjects</li> <li>○ Whole class feedback and talk partner work to self and peer assess</li> </ul>



o Assemblies

Preparing to play an active role as citizens.

2. Pupils should be taught:

<p>to take part in discussions with one other person and the whole class</p>	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Talk partners</li> <li>o Circle time</li> <li>o Whole class discussions across the entire curriculum</li> <li>o Group work</li> <li>o Oracy and debate lessons</li> <li>o Core Values- enquiry, collaboration</li> <li>o School and community events to promote and inspire public speaking, e.g. the speaker</li> <li>o General school ethos</li> </ul>
<p>to take part in a simple debate about topical issues</p>	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Circle time</li> <li>o RAPS curriculum topics of discussion</li> <li>o Oracy and debate lessons</li> <li>o British Values- mutual respect, diversity, tolerance, individual liberty</li> <li>o Core Values- enquiry, collaboration</li> </ul>
<p>to recognise choices they can make, and recognise the difference between right and wrong</p>	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Citizenship lessons</li> <li>o RAPS curriculum topics of discussion, especially in English/RWI, Geography, History</li> <li>o Through exploration of stories</li> <li>o British Values- mutual respect, diversity, tolerance, individual liberty, rule of law, mutual respect</li> <li>o Core Values- enquiry, diversity, collaboration, challenge, aspiration, engagement</li> <li>o Behaviour and rewards approaches</li> </ul>
<p>to agree and follow rules for their group and classroom, and understand how rules help them</p>	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Behaviour and rewards approaches</li> <li>o Citizenship lessons</li> <li>o Through exploration of stories</li> <li>o British Values- mutual respect, individual liberty, rule of law</li> <li>o Core Values- collaboration, challenge, aspiration, engagement</li> <li>o Social and Emotional Learning lessons</li> </ul>
<p>to realise that people and other living things have needs, and that they have responsibilities to meet them</p>	<ul style="list-style-type: none"> <li>o PSHE lessons</li> <li>o Citizenship lessons</li> <li>o RAPS curriculum topics of discussion, especially in science and geography</li> <li>o Through exploration of stories</li> <li>o British Values- mutual respect, diversity, individual liberty, rule of law</li> <li>o Core Values- enquiry, collaboration, diversity</li> <li>o Social and Emotional Learning lessons</li> </ul>



## Citizenship at Ramsgate Arts Primary School- Key Stage 1

that they belong to various groups and communities, such as family and school	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Citizenship lessons</li><li>○ RAPS curriculum topics of discussion, especially in geography</li><li>○ British Values- diversity, tolerance, individual liberty, rule of law, mutual respect</li><li>○ Core Values- enquiry, collaboration, engagement, diversity</li><li>○ Assemblies</li><li>○ Engagement in the RAPS JLT</li><li>○ Playground Buddies</li><li>○ Reading Buddies</li><li>○ Eco Team</li></ul>
what improves and harms their local, natural and built environments and about some of the ways people look after them	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Citizenship lessons</li><li>○ RAPS curriculum topics of discussion, especially in science and geography</li><li>○ British Values- mutual respect, individual liberty, rule of law,</li><li>○ Core Values- enquiry, collaboration, challenge, aspiration, engagement</li><li>○ Oracy and debate lessons may cover content relating to the environment</li><li>○ Engagement in the RAPS JLT</li></ul>
to contribute to the life of the class and school	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Citizenship lessons</li><li>○ RAPS curriculum topics of discussion, especially in English/RWI</li><li>○ Through exploration of stories</li><li>○ British Values- mutual respect, diversity, tolerance, individual liberty, rule of law, mutual respect</li><li>○ Core Values- enquiry, collaboration, challenge, aspiration, engagement</li><li>○ Engagement in the RAPS JLT</li><li>○ Playground Buddies</li><li>○ Reading Buddies</li><li>○ Eco Team</li></ul>
to realise that money comes from different sources and can be used for different purposes	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Citizenship lessons</li><li>○ Behaviour and rewards approaches- points system</li><li>○ RAPS curriculum topics of discussion, especially in Maths lessons</li><li>○ British Values- individual liberty, rule of law, mutual respect</li><li>○ Core Values- enquiry, collaboration, challenge, aspiration</li></ul>



Preparing to play an active role as citizens. Developing a healthy, safer lifestyle.

3. Pupils should be taught:

how to make simple choices that improve their health and wellbeing;	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science, DT and PE sessions</li><li>○ Assemblies about healthy eating</li></ul>
to maintain personal hygiene;	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science lessons</li><li>○ Assemblies</li><li>○ School ethos</li><li>○ Posters around school</li></ul>
how some diseases spread and can be controlled	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science lessons</li><li>○ Assemblies</li><li>○ Posters around school</li></ul>
about the process of growing from young to old and how people's needs change;	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science lessons</li></ul>
the names of the main parts of the body;	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science lessons</li></ul>
that all household products, including medicines, can be harmful if not used properly;	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Science</li><li>○ Assemblies</li></ul>
rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	<ul style="list-style-type: none"><li>○ PSHE</li><li>○ Assemblies</li><li>○ Core Values – autonomy</li><li>○ British Values- Rule of Law</li><li>○ RAPS Curriculum units</li></ul>



Developing good relationships and respecting the differences between people,

4. Pupils should be taught:

<p>to recognise how their behaviour affects other people</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Social and Emotional Learning lessons</li> <li>○ Citizenship lessons</li> <li>○ Core values- enquiry, collaboration, diversity</li> <li>○ School behaviour policy and approaches</li> <li>○ Curriculum-especially in English and RWI lessons that explore key themes</li> <li>○ British Values- mutual respect, tolerance, autonomy</li> </ul>
<p>to listen to other people, and play and work cooperatively</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Across all areas of the curriculum using TTYP and group work, especially in RWI and English lessons subjects</li> <li>○ Oracy and debate lessons</li> <li>○ Citizenship lessons</li> <li>○ Core value- collaboration, diversity, autonomy, engagement</li> </ul>
<p>to identify and respect the differences and similarities between people</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum – especially in English, RE, geography, arts</li> <li>○ Core values- diversity, autonomy, enquiry</li> <li>○ British Values- tolerance, mutual respect, individual liberty, rule of law</li> </ul>
<p>that family and friends should care for each other</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Assemblies</li> <li>○ Circle times and general class discussions</li> <li>○ Story times</li> <li>○ Core value- collaboration, diversity, autonomy, engagement</li> <li>○ Anti-bullying weeks and school ethos</li> <li>○ Computing</li> <li>○ British Values- tolerance, mutual respect, individual liberty, rule of law</li> </ul>
<p>that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Assemblies</li> <li>○ Circle times and general class discussions</li> <li>○ Story times</li> <li>○ Anti-bullying weeks and school ethos</li> <li>○ Computing</li> <li>○ Core value- collaboration, diversity, autonomy, engagement, enquiry</li> <li>○ Curriculum- especially in RWI and English lessons</li> <li>○ British Values- tolerance, mutual respect, individual liberty, rule of law</li> </ul>



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

take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ School behaviour policy and approaches</li> <li>○ Curriculum opportunities in English (e.g. exploring stories and then writing an explanation text about caring for a pet)</li> <li>○ Curriculum opportunities in Science (e.g. learning about animals and pets we have)</li> <li>○ Having a class pet to care for</li> <li>○ School trips that involve exploring living things and how to care for them</li> </ul>
feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Celebration and other assemblies</li> <li>○ Class and school ethos</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>
take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from')	<ul style="list-style-type: none"> <li>○ Oracy and debate lessons</li> <li>○ PSHE lessons</li> <li>○ Citizenship lessons</li> <li>○ Circle time</li> <li>○ Curriculum – especially RWI, English, Science and geography</li> </ul>
make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Lunchtimes – menus and choices on offer</li> <li>○ Curriculum- especially in PE, arts lessons, DT</li> <li>○ British Values- individual liberty, mutual respect</li> <li>○ Core values- enquiry, autonomy</li> </ul>
meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum- visitors such as police, firemen, opticians, religious leaders, family members etc.</li> <li>○ Oracy and debate lessons</li> <li>○ Citizenship lessons</li> <li>○ Etiquette ethos at RAPS</li> </ul>
develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Curriculum – all subjects</li> <li>○ Core values- collaboration</li> <li>○ Citizenship lessons</li> <li>○ British Values- tolerance, mutual respect, individual liberty, democracy</li> </ul>
consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)	<ul style="list-style-type: none"> <li>○ PSHE lessons</li> <li>○ Assemblies</li> <li>○ Circle times and general class discussions</li> <li>○ Story times</li> <li>○ Core value- collaboration, autonomy</li> </ul>



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	<ul style="list-style-type: none"><li>○ Anti-bullying weeks and school ethos</li><li>○ Computing</li><li>○ British Values- tolerance, mutual respect, individual liberty, rule of law, democracy</li><li>○ Curriculum- especially in English, geography, RE, PE, history</li></ul>
ask for help (for example, from family and friends midday supervisors, older pupils, the police.)	<ul style="list-style-type: none"><li>○ PSHE lessons</li><li>○ Assemblies</li><li>○ Special visitors- e.g. Childline, Pie Factory, police, school nurse, firemen etc.</li><li>○ Buddy team (year 6)</li><li>○ Circle times and general class discussions</li><li>○ Story times</li><li>○ Anti-bullying weeks and school ethos</li><li>○ Computing – online safety</li><li>○ Core value- collaboration, diversity, autonomy, engagement, enquiry</li><li>○ Curriculum- especially in RWI and English lessons</li><li>○ British Values- tolerance, mutual respect, individual liberty, rule of law</li></ul>