**Citizenship and PSHE Links**

**KS1**

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| **Citizenship** | **PSHE** | **UPS** |
| **1.Developing confidence and responsibility and making the most of their abilities** |  |  |
| a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong | **What is a good friend and how can I be one?**  to explore concepts of ‘fairness’ ‘right’ ‘kind’  **How can I Keep Myself Safe?**  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | School Values  Black History Week  Anti-bullying Week |
| b. to share their opinions on things that matter to them and explain their views | **What are my roles and responsibilities?**  How rules can help us  **How can I Keep Myself Safe?**  about good / not so good feelings, how to communicate these and recognise in others  that people’s bodies and feelings can be hurt (incl what makes them un/comfortable) | Class Assemblies |
| c. to recognise, name and deal with their feelings in a positive way | **Growing and Caring for ourselves (SRE)**  Thinking about their own emotions  **Is it OK to feel this way?**  to recognise their feelings and be able to talk about them  about times when people feel joyful / happy  about change and loss and the associated feelings (e.g. moving home, losing a pet)  about who to talk to about feelings and what can help people feel better | Me Minutes  Assemblies  Zones of Regulation |
| d. to think about themselves, learn from their experiences and recognise what they are good at  **5b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)** | **What is a Good Friend and how can I be one?**  ways in which they are unique  **Growing and Caring for ourselves**  to celebrate differences | Bee Assemblies  Feedback in class |
| e. how to set simple goals. |  | Attainment target setting |
| **Citizenship** | **PSHE** | **UPS** |
| **2. Preparing to play an active role as citizens** | | |
| a.to take part in discussions with one other person and the whole class  **5c. 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')** | **What is a good friend and how can I be one?**  how to solve simple arguments with peers | Curriculum time  Assemblies  School Council |
| b. to take part in a simple debate about topical issues |  | English, RE lessons, across the curriculum |
| c. to recognise choices they can make, and recognise the difference between right and wrong;  **5g. 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)** | **What are my roles and responsibilities?**  Construct class rules  **How can I Keep Myself Safe**  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | Internet Safety Week  Anti-bullying Week |
| d. to agree and follow rules for their group and classroom, and understand how rules help them  **5a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)** | **What are my roles and responsibilities?**  to help construct, and agree to follow, group and class rules and to understand how these rules help them | School Values |
| e. to realise that people and other living things have needs, and that they have responsibilities to meet them | **What are my roles and responsibilities?**  The roles of different people in school | Harvest  Diversity Week |
| f. that they belong to various groups and communities, such as family and school  **5e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)** | **What are my roles and responsibilities?**  things they are responsible for at home, school and within the community  about people that are special to them, and the various groups they belong to | Class Charities |
| g. what improves and harms their local, natural and built environments and about some of the ways people look after them | **What are my roles and responsibilities?**  that people and other living things have needs & that they have responsibilities to meet them  what improves & harms their local, natural & built environments & about some ways people look after them | Science lessons  Manchester University work on air quality |
| h. to contribute to the life of the class and school | **What are my roles and responsibilities?**  to help construct, and agree to follow, group and class rules and to understand how these rules help them  about things they are responsible for at home, school and within the community  about people that are special to them, and the various groups they belong to | Eco Council  School Council  Choir  Circle Time |
| i. to realise that money comes from different sources and can be used for different purposes | **Is money important?**  to recognise common British currency and understand its value  where money comes from and the importance of keeping money safe  the differences between need and want  about why we need to earn money when we are older  to make simple choices about how they spend their money  about saving money | Enrichment |

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| **Citizenship** | **PSHE** | **UPS** |
| **3.** **Developing a healthy, safer lifestyle** |  |  |
| 1. how to make simple choices that improve their health and wellbeing   **5d. 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);** | **Growing and Caring for Ourselves (SRE)**  about their own personal safety  about the importance of looking after our bodies for a healthy lifestyle (including benefits of physical exercise, rest, healthy eating, dental health, personal hygiene) | Playtime  Dinner time |
| b. to maintain personal hygiene | **Growing and Caring for Ourselves (SRE)**  about germs and the importance of personal hygiene  about the importance of looking after our bodies for a healthy lifestyle (including benefits of physical exercise, rest, healthy eating, dental health, personal hygiene) | Nurse visit |
| c. how some diseases spread and can be controlled | **Growing and Caring for Ourselves (SRE)**  about germs and the importance of personal hygiene | Science Curriculum |
| d. about the process of growing from young to old and how people's needs change | **Growing and Caring for Ourselves (SRE)**  about growing and changing and how babies grow into children then into adults | Science Curriculum |
| e. the names of the main parts of the body | **Growing and Caring for Ourselves (SRE)**  about biological differences between male and female animals and their role in life cycle – people and animals grow into adults | Science Curriculum |
| f. that all household products, including medicines, can be harmful if not used properly | **What goes into and onto our bodies?**  safety rules about using and storing medicines |  |
| g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe | **How can I keep myself safe?**  about keeping safe online and the responsible use of ICT  about keeping safe in the home and outside, incl fire and road safety  about people who help keep us safe (incl police, fire service) and how to ask for help | Internet Safety Week |

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| **Citizenship** | **PSHE** | **UPS** |
| 4. Developing good relationships and respecting the differences between people |  |  |
| a. to recognise how their behaviour affects other people | **How can I Keep Myself Safe?**  about good / not so good feelings, how to communicate these and recognise in others  that people’s bodies and feelings can be hurt (incl what makes them un/comfortable)  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | Mental Health Week  Anti-Bullying Week |
| 1. to listen to other people, and play and work cooperatively   **5f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)** | **How Can I Keep Myself Safe?**  about keeping safe online and the responsible use of ICT | Internet Safety Week |
| c. to identify and respect the differences and similarities between people | **What is a good friend and how can I be one?**  to recognise similarities and differences between themselves and peers | Assemblies |
| 1. that family and friends should care for each other   **5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)** | **Growing and Caring for Ourselves (SRE)**  about different types of family and how their home-life is special | Assemblies |
| e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying | **What is a good friend and how can I be one?**  that teasing or bullying is unacceptable and what to do if they experience it  about keeping safe online and the responsible use of ICT | Anti-bullying Week |
| **Breadth of opportunities**  **5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:** |  |  |

**KS2**

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| **Citizenship** | **PSHE** | **UPS** |
| **1.Developing confidence and responsibility and making the most of their abilities** |  |  |
| a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society; | **What are my roles and responsibilities?**  About different kinds of responsibilities  To reflect and comment on differences between their lives and others  About different kinds of responsibilities rights and duties | **Curriculum**  **Assemblies**  **Internet Safety Week**  **Friendship week** |
| b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals  **5 b. 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);** |  | **Mental Health week**  **Assemblies**  **School Values** |
| c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action  **a. 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);** | **Is it OK to feel this way?**  About different emotions and how to manage these  **Growing up and Changing**  To seek support and advice when they need it  To think about friendships and how they work  Recognise that they share a responsibility for keeping themselves and others safe  **What is a healthy friendship/relationship?**  Strategies for resolving disputes and conflicts | **Playground Leaders**  **Zones of Regulation**  **Mental Wellbeing days**  **Bikeability** |
| d. 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 | **Is it OK to feel this way?**  Different emotions and how to manage them  That people can experience different emotions at different **times**  **Puberty and Relationships**  about the changes that occur during puberty (emotional and physical) | **Friendship groups**  **Science curriculum** |
| e. 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; | **Is money important?**  about different jobs people do to earn money, exploring jobs that people do, those in the local community and jobs they might aspire to do in the future | **Enterprise event** |
| to look after their money and realise that future wants and needs may be met through saving. | **Is money important?**  about what influences people’s choices about spending and saving money |  |
| **Citizenship** | **PSHE** | **UPS** |
| **2. Preparing to play an active role as citizens** |  |  |
| a. to research, discuss and debate topical issues, problems and events; |  | **Curriculum** |
| b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;  **5.c.participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting** | **What are my roles and responsibilities?**  about rights and responsibilities as part of the UN Rights of the Child and how childhood is different in many places  about some cultural practices which are against British Law and universal human rights  I know why and how rules and laws (at home, school, in the community) protect myself and others.  I know how I can take part in making and changing rules. | **History Curriculum**  **School Council**  **Eco-Council** |
| c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; | **What is a good friend and how can I be one?**  About behaviour and what is acceptable and what is unacceptable  about the nature and consequences of discrimination, teasing, bullying, aggressive behaviours  **How can I Keep Myself Safe**  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | **Anti-bullying week**  **Friendship week** |
| d. 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 | **What are my roles and responsibilities?**  to help construct, and agree to follow, group and class rules and to understand how these rules help them  about different kinds of responsibilities, rights and duties at home, at school and in the community |  |

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| e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences | **What are my roles and responsibilities?**  The roles of different people in school  The UN rights of the child  Some cultural practices that are against British Law and universal human rights  **What is a healthy friendship/relationship?**  The ways in which a relationship can be unhealthy | **Black History Month**  **RE Curriculum**  **Assemblies** |
| f. to resolve differences by looking at alternatives, making decisions and explaining choices  **g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);** | **What are my roles and responsibilities?**  things they are responsible for at home, school and within the community  about people that are special to them, and the various groups they belong to  **What is a healthy friendship/relationship?**  How to form/maintain a healthy relationship  **Is it OK to feel this way?**  Strategies for keeping physically safe  That their actions affect themselves and others  **How can I keep myself safe?**  Recognising and responding to peer pressure  The consequences of anti social behaviour | **Crucial Crew** |
| g. what democracy is, and about the basic institutions that support it locally and nationally | **What are my roles and responsibilities?**  that people and other living things have needs & that they have responsibilities to meet them  what improves & harms their local, natural & built environments & about some ways people look after them  I know how I can take part in making and changing rules.  I am beginning to understand the role of democracy and how the UK is governed. | **School Council** |
| h. to recognise the role of voluntary, community and pressure groups;  **5e. 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 neighbourhood, such as religious leaders, community police officers);** | **What are my roles and responsibilities?**  to help construct, and agree to follow, group and class rules and to understand how these rules help them  about things they are responsible for at home, school and within the community  about people that are special to them, and the various groups they belong to | **Class Charities** |
| i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; |  | **Diversity Week** |
| that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment | **Is money important?**  to recognise common British currency and understand its value  where money comes from and the importance of keeping money safe  the differences between need and want  about why we need to earn money when we are older  to make simple choices about how they spend their money  about saving money | **Enterprise event**  **Assemblies** |
| to explore how the media present information. | 1. that messages given on food adverts can be misleading 2. about how the media influences people’s ideas about fun, food and fitness | **Internet safety week** |

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| **Citizenship** | **PSHE** | **UPS** |
| **3.** **Developing a healthy, safer lifestyle** |  |  |
| 1. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices   **5d. 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);** | **How can I keep myself fit and healthy?**  about choices they have around remaining physically active as they become more independent  choosing healthy snacks and what influences people’s decisions  that their leisure time activity choices can be very active or less active and how this can impact on a person’s health  **Drugs and Influences**  The effects and risks related to legal and illegal drugs | Class Charities  PE and Wellbeing days |
| b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread | **Growing Up and Changing**  Differences in hygiene as they get older | Science Curriculum |
| 1. about how the body changes as they approach puberty   **5i. prepare for change (for example, transferring to secondary school.)** | **Puberty and Relationships**  About the impact of puberty in physical hygiene and strategies for managing this  about the changes that occur during puberty (emotional and physical)  about why and when puberty occurs  about how puberty affects the reproductive organs (menstruation)  **Moving on: transition to secondary**  About moving on to secondary and how this feels  Real Love Rocks | Science Curriculum  Wellbeing Days |
| d. which commonly available substances and drugs are legal and illegal, their effects and risks | **What is a drug?**  That drugs can be helpful or harmful  About alcohol/tobacco are its effects on the body  **Drugs and Influences**  about the effects and risks related to legal and illegal drugs (e.g. cigarettes, e-cigarettes, shisha and cannabis)  about the conflicting messages portrayed in the media concerning alcohol and tobacco  about the risks associated with drug use in different situations  how to respond to drug use in different situations  strategies to resist pressure concerning drug use | Science  Crucial Crew |
| e. 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 | **How can I keep myself safe?**  about feelings of being out and about in the local area with increasing independence  about keeping safe in the environment (incl rail, water, fire, road)  about recognising and responding to peer pressure  about safety online (incl social media, the responsible use of ICT and mobile phones)  about the importance of protecting personal information and the distribution of images of themselves and others | CSE curriculum |
| f. . 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 | **How can I keep myself safe?**  about recognising and responding to peer pressure  how to respond to drug use in different situations  strategies to resist pressure concerning drug use | Transition to secondary school  Crucial Crew |
| g school rules about health and safety, basic emergency aid procedures and where to get help. | **How can I keep myself safe?**  about keeping safe online and the responsible use of ICT  about keeping safe in the home and outside, incl fire and road safety  about people who help keep us safe (incl police, fire service) and how to ask for help |  |

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| **Citizenship** | **PSHE** | **UPS** |
| **4. Developing good relationships and respecting the differences between people** |  |  |
| a. 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 | **How can I Keep Myself Safe?**  about good / not so good feelings, how to communicate these and recognise in others  that people’s bodies and feelings can be hurt (incl what makes them un/comfortable)  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say  **Is it OK to feel this way?**  That their actions affect others |  |
| b. to think about the lives of people living in other places and times, and people with different values and customs | **What are my roles and responsibilities?**  To think about rights and responsibilities as part of the UN rights of the child and how childhood is different in many places | Diversity week  Black history week |
| c. to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships | **What is a good friend and how can I be one?**  to recognise similarities and differences between themselves and peers  **Growing and Caring for Ourselves (SRE)**  about different types of family and how their home-life is special  **Puberty and Relationships**  what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships  about civil partnerships and marriage, recognising that these are examples of stable, loving relationships and commitment |  |
| d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help | **How can I keep myself safe?**  about the consequences of anti-social behaviour (including gangs and gang related behaviour)  **What is a good friend and how can I be one?**  that teasing or bullying is unacceptable and what to do if they experience it  to reflect and comment on differences between their lives and others  **What is bullying?**  **What bullying is, the different types and why it is unacceptable**  **What to do if the see or experience bullying** | Diversity week  Black history week  Anti bullying week |
| e. to recognise and challenge stereotypes | **Puberty and relationships**  To recognise and challenge gender stereotypes.  how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.  **Growing Up and Changing**  About differences between males and females and recognise stereotypes | Diversity Week |
| f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;  **5f. 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);** |  |  |
| g. where individuals, families and groups can get help and support.  **5h. find information and advice (for example, through helplines; by understanding about welfare systems in society);** | **Growing Up and Changing**  To seek support and advice when they need it thinking about the pressure that children may feel  **Is money important?**  About the role of charities  About the challenges some people might face  Some of the risks with borrowing money |  |
| **Breadth of opportunities**  **5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:** |  |  |