

**CITIZENSHIP PROGRESSION OVERVIEW**




**Citizenship**

*Taking An Active Role, by Developing Good Relationships & Respecting Others*



**Through their journey pupils actively take part in discussions and debates to outline their opinions in a respectful, empathetic and compassionate manner.**

<b>EARLY YEARS</b>	<b>KEY STAGE ONE</b>	<b>KEY STAGE TWO</b>
<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the difference between right and wrong</li> <li>• To agree and follow rules for their group and classroom and understand how rules help them.</li> <li>• To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> <li>• That they belong to various groups and communities, such as family and school.</li> <li>• To understand what improves and harms their local, natural and built environments and some of the ways people look after them.</li> <li>• To contribute to the life of the class and school</li> <li>• To realise that money comes from different sources and can be used for different purposes.</li> <li>• To recognise how their behaviour affects other people.</li> <li>• To listen to other people and play and work cooperatively.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• That family and friends should care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why and how rules and laws are made and enforced, understanding why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>• To understand 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.</li> <li>• To understand what democracy is, and about the basic institutions that support it locally and nationally.</li> <li>• To recognise the role of voluntary, community and pressure groups.</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> <li>• To explore how the media present information.</li> <li>• 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.</li> <li>• To think about the lives of people living in other places and times, and people with different values and customs</li> <li>• 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.</li> </ul> <p><b>Also covered in RSE</b></p> <ul style="list-style-type: none"> <li>• To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</li> <li>• To recognise and challenge stereotypes.</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; g. where individuals, families and groups can get help and support.</li> </ul>



## BEING ACTIVE CITIZENS

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
   <p><b>VALUES</b></p> <p>RESPONSIBILITY RESPECT EMPATHY RESILIENCE ASPIRATION</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To build constructive and respectful relationships</p> <p>To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers</p> <p>To show sensitivity to their own and to others' needs</p>	<p>To know what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>To know how people and other living things have different needs and the responsibilities of caring for them. (Pets topic Year One)</p> <p>To know about things they can do to help look after their environment (Eco Science)</p> <p>To understand that I am unique and everyone is different e.g. skin and hair etc. Which should be celebrated, but also reinforce to where we are the same and that we are all equal. (All at school, all humans).</p> <p>To begin to understand how democracy works.</p>	<p>To know what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>To know about things they can do to help look after the environment.</p> <p>To know about the different roles and responsibilities people have in their community and the impact of those roles not being fulfilled.</p> <p>To learn about the different roles people play in looking after our local environment including volunteers, cleaners, caretakers and lunchtime staff.</p>	<p>Identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food. (Eco Science, assemblies).</p> <p>To learn about the UN Convention on the Rights of the child and explore how these rights apply to their own lives and choices they make.</p> <p>To begin to understand how democracy works in the local area and how decisions are made by councillors.</p> <p>To understand why we have rules and the consequences of breaking them at home and school.</p> <p>To learn what responsibilities, they and adults must help all children benefit from their rights under the UN Convention on the Rights of the Child.</p>	<p>To understand the role of groups in the wider community.</p> <p>To understand the contribution groups make to a community.</p> <p>To understand the term diversity and be able to explain the benefits of living in a diverse community.</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>To learn about the Human Rights Convention and the context in which it was written.</p> <p>To recognise reasons for rules and laws, consequences for not adhering to laws and the consequences.</p> <p>To begin to understand how democracy works in the local area and how decisions are made by councillors.</p> <p>To develop an understanding of the role of local government.</p> <p>To understand the impact of not protecting the environment. (Climate Change).</p>	<p>To understand about the relationship between rights and responsibilities</p> <p>To understand why we have rules and laws and why this is essential for a functioning society.</p> <p>To begin to understand the role of the police and democracy in the justice system.</p> <p>To understand the different levels of consequences associated with not adhering to rules and laws.</p> <p>To recognise the role of pressure groups in society.</p> <p>To begin to understand how parliament works.</p> <p>To understand that democracy is one of the fundamental British Values.</p> <p>To be able to make informed decisions to resist pressure based on an understanding of equality.</p> <p>To understand how reducing our use of materials and energy will help the environment.</p> <p>To understand how we recognise and value the contribution people make to the community.</p> <p>To be able to understand how I can make a positive contribution towards others in my community.</p>	<p>To recognise there are human rights, which are there to protect everyone.</p> <p>To understand human rights, including the right to education.</p> <p>To understand ways of carrying out our shared responsibilities for protecting the environment in school and at home, and how everyday choices can affect the environment.</p> <p>To understand some environmental issues relating to food and food production</p> <p>To understand how government works.</p> <p>To understand that democracy is one of the fundamental British Values</p>
<b>VOCABULARY</b>	Community, respect, feelings, cooperate, sharing.	Rules, responsibilities, look after, support, community	Rules, environment, roles, responsibilities	Compassion, caring, responsibility, environment, law, rights, United Nations (UN), rights,	Rules of law, justice, right and wrong, consequences, law enforcement, human rights.	Rules of law, court, justice, right and wrong, consequences, law enforcement, rights, responsibilities, equality, parliament, government, human rights, influence, pressure groups, society.	Rules of law, court, justice, right and wrong, consequences, law, rights, responsibilities, human rights.



## DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  <p><b>VALUES</b> RESPONSIBILITY RESPECT EMPATHY</p>	<p>To notice differences between people.</p> <p>To know that we are all different and we show respect about our differences.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>To understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To talk about the lives of the people around them and their roles in society</p> <p>To know what it means to be respectful to others (please and thank you).</p>	<p>To recognise the different groups they belong to and why these are important.</p> <p>To know about the different roles and responsibilities people have in their community (police, teachers, church etc).</p> <p>To recognise the ways they are the same as, and different to, other people demonstrating respect and tolerance.</p> <p>To understand and challenge assumptions about homelessness.</p> <p>To recognise the different groups they belong to and why these are important.</p>	<p>To understand what compassion is.</p> <p>To develop a mutual respect, empathy and understanding of their society</p> <p>To understand and challenge assumptions about homelessness and refugees.</p>	<p>To value the different contributions that people and groups make to the community.</p> <p>To understand that charities and organisations care for others and how people can support them, including donating, fundraising and volunteering.</p> <p>To understand the term diversity and the benefits of living in a diverse community.</p> <p>To understand</p> <p>The different aspects of my identity, by considering what I like and the groups and communities that I belong to.</p> <p>To understand what compassion is.</p> <p>To recognise the importance of having compassion towards others and how to show concern.</p> <p>To develop a mutual respect, empathy and understanding of their society.</p> <p>To understand and challenge assumptions about homelessness, refugees and migrants.</p>	<p>To understand the term stereotypes.</p> <p>To use their knowledge to understand how stereotypes can negatively influence behaviours.</p> <p>To identify strategies towards challenging stereotypes</p> <p>To understand the term prejudice; how to recognise behaviours/actions which discriminate.</p> <p>To understand what compassion is</p> <p>To develop a mutual respect, empathy and understanding of their society.</p> <p>To understand and challenge assumptions about homelessness, refugees, migrants and asylum seekers.</p>	<p>To understand the term discrimination and recognise this in all protected characteristics. (Race, disability, gender and age).</p> <p>To discuss effective strategies to overcome discrimination.</p> <p>To be able to make informed decisions to resist pressure based on an understanding of equality.</p> <p>To understand and challenge assumptions about homelessness, refugees, migrants and asylum seekers.</p>	<p>To recap the term discrimination and recognise this in all protected characteristics. (Marriage – same sex, religion and belief).</p> <p>To discuss effective strategies to overcome discrimination.</p> <p>To be able to understand how I can make a positive contribution towards others in my community.</p> <p>To understand how to show care and concern in others.</p> <p>To be able to coach my peers to discuss feelings and worries.</p> <p>To make informed decisions to resist pressure.</p> <p>To understand and challenge assumptions about homelessness, refugees, migrants and asylum seekers.</p>
<b>VOCABULARY</b>	Similarities, differences, beliefs, celebrations, culture, religion, respect, community, worship, special place	Rules, respect, tolerance, roles, community, responsibilities, homelessness, mutual respect, support.	Rules, compassion, challenge, mutual respect, empathy, assumptions, homelessness, refugees,	Community, diversity, compassion, assumptions, challenge, mutual respect, homelessness, refugees, migrants	Stereotypes, influence, behaviour, attitude, discrimination, equality, homelessness, refugees, migrants, asylum seeker.	Gender stereotypes, racial stereotype, compassion, mutual respect, influence, behaviour, attitude, discrimination, equality, protected characteristics, homelessness, refugees, migrants, asylum seeker.	Stereotypes, influence, behaviour, attitude, discrimination, equality, protected characteristics, race, racial equality, disability, gender, age, homelessness, refugees, migrants, asylum seeker.

## ECONOMIC WELLBEING - MONEY

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  <p><b>VALUES</b> RESPONSIBILITY ASPIRATION</p>	To know what money is.	<p>To know what money is, forms that money comes in and that money comes from different sources (linked to Maths curriculum)</p> <p>To understand that people make different choices about how to save and spend money.</p> <p>To understand the benefits of banks and building societies,</p>	<p>To know about the difference between needs and wants and that sometimes people may not always be able to have the things they want.</p> <p>To understand that money needs to be looked after and the different ways of doing this.</p> <p>To know where money comes from and how people make money.</p> <p>To develop an understanding about why saving money is important and can help to buy the things we want.</p>	<p>To recognise that money has an impact on the way we feel.</p> <p>To identify the different ways to pay for things and the choices people have about this.</p> <p>To understand the different ways to keep track of money.</p> <p>To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>To learn about the ethics of spending, using examples of positive choices which we can make to have a bigger impact e.g. ethical brand.</p>	<p>To recognise that people have different attitudes towards saving and spending money.</p> <p>To understand what influences people's decisions towards saving, and spending money.</p> <p>To understand what makes something 'good value for money'?</p> <p>To understand the importance of keeping track of money.</p> <p>To understand ways money can be lost and how this makes people feel.</p>	<p>To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To understand that a loan can be a way to pay for things but that it needs to be repaid (often costing more in the long run).</p> <p>To understand income and expenditure and how to track money.</p> <p>To learn some of the risks associated with money and what they can do to keep money safe and not waste it.</p>	<p>To identify the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>To identify the ways that money can impact on people's feelings and emotions</p>
<b>VOCABULARY</b>	Money, coins, notes, save, spend, banks, building society, cash.	Money, work, career, earning, spend, save, bank, cash.	Necessity, desire, money, work, career, earning, spend, save, bank, bank account, need, want, building society.	Money, debit card, credit card, earning, spend, save, bank, cash account, budget, feelings, responsibility, ethical brands, risk.	Money, debit card, work, earning, spend, save, bank, cash account, responsibility, bank statement, bank balance, overspend.	Money, earning, save, loan, risk, repayment, responsibility, spending, Fairtrade, environment.	Debit card, credit card, work, career, earning, spend, save, bank, account, responsibility, gambling, emotions, risk won, lost.

## ECONOMIC WELLBEING – ASPIRATIONS AND CAREER

  <p><b>VALUES</b> RESPONSIBILITY ASPIRATION</p>	<p>To know what a job is.</p> <p>To know that a job gives you money to buy things.</p>	<p>To know that everyone has different strengths.</p> <p>To understand that jobs help people to earn money to pay for things.</p> <p>To understand some of the jobs which exist in my school.</p>	<p>To understand different jobs that people they know or people who work in the community do.</p> <p>To know about some of the strengths and interests someone might need to do different jobs.</p> <p>To know what a stereotype is and how these can be unfair, negative or destructive.</p> <p>To develop understanding of how stereotypes might affect jobs/career choices.</p>	<p>To recognise positive things about themselves and their achievements.</p> <p>To be able to set goals to help achieve personal outcomes.</p> <p>To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice, appreciating that people may choose to do voluntary work which is unpaid.</p> <p>To understand that there are a range of jobs available and think what job they may want to do.</p> <p>To understand that there are stereotypes in the workplace and these should not limit peoples career aspirations.</p>	<p>To know that there is a broad range of different jobs/careers that people can have.</p> <p>To understand that people often have more than one career /type of job during their life.</p> <p>To know what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses).</p> <p>To understand some of the reasons that people might choose to change their job.</p>	<p>To know that stereotypes in the workplace and can exist.</p> <p>To know that a person's career aspirations should not be limited by stereotypes.</p> <p>To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship).</p> <p>To recognise ways in which stereotypical assumptions can deter people from aspiring to certain jobs.</p>
<b>VOCABULARY</b>	Aspiration, Spending, money, buying.	Jobs, career, money	Jobs, careers, community, interests, strengths, roles, unfair, stereotype.	Goals, outcomes, career, voluntary, gender, stereotype, unpaid	Job, career, interests, change, influence.	Gender stereotypes, racial stereotype, discrimination, skills, career, job, teamwork, attributes, skills, communication, negotiation.	Future, job, career, university, apprenticeship, qualifications.