

Citizenship overview – key National Curriculum links

Our Citizenship education includes the National Curriculum requirements for RSHE, Online Safety, PSHE (PSHE is taught, where necessary, dependent on the needs of the pupils) and national initiatives, including but not exclusive to, Anti-Bullying week, Children's Mental Health week, Online Safety Week and Road Safety week.

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;">Relationships- family & friends</p> <ul style="list-style-type: none"> To understand that families are important for children growing up because they can give love, security and stability. To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To understand how important friendships are in making us feel happy and secure, and how people choose and make friends. To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p style="text-align: center;">Community – online safety</p> <ul style="list-style-type: none"> To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. To understand that people sometimes behave differently online, including by pretending to be someone they are not. To understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To understand that for most people the internet is an integral part of life and has many benefits. To understand about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	<p style="text-align: center;">Health & wellbeing – physical health</p> <ul style="list-style-type: none"> To understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. To identify the components of a balanced diet To understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. To understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. To understand how to make a clear and efficient call to emergency services if necessary.
Year 2	<p style="text-align: center;">Relationships- family & friends</p> <ul style="list-style-type: none"> To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. To understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p style="text-align: center;">Community – our community</p> <ul style="list-style-type: none"> To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To understand the conventions of courtesy and manners. To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p style="text-align: center;">Health & wellbeing – understanding my feelings & growing up</p> <ul style="list-style-type: none"> To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. To understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

	<ul style="list-style-type: none"> • To understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • To understand how to report concerns or abuse, and the vocabulary and confidence needed to do so. • To understand where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • To understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • To understand what makes a boy or a girl. 	<ul style="list-style-type: none"> • To understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
<p>End point KS1</p>	<p>By the end of KS1, pupils will:</p> <ul style="list-style-type: none"> ✓ Understand the importance of healthy family life and friendships. ✓ Understand what bullying is. ✓ Know what privacy and consent is. ✓ Know where to report concerns and seek help. ✓ Know how to behave safely online. ✓ Understand who makes up our community. ✓ Understand the differences between boys and girls. ✓ Know what respect is. ✓ Know how to maintain good physical and mental health and hygiene. ✓ Recognise our different emotions. 		
<p>Year 3</p>	<p>Relationships – what makes a family</p> <ul style="list-style-type: none"> • To understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • To understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<p>Community – our community</p> <ul style="list-style-type: none"> • To understand practical steps they can take in a range of different contexts to improve or support respectful relationships. • To understand the conventions of courtesy and manners. • To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>Health & wellbeing – staying healthy</p> <ul style="list-style-type: none"> • To understand the characteristics and mental and physical benefits of an active lifestyle, and the risks associated with an inactive lifestyle (including obesity). • To understand what constitutes a healthy diet (including understanding calories and other nutritional content). • To understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • To understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • To understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

			<ul style="list-style-type: none"> To understand concepts of basic first aid, for example dealing with common head injuries.
Year 4	<p>Relationships – healthy friendships</p> <ul style="list-style-type: none"> To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To understand practical steps they can take in a range of different contexts to improve or support respectful relationships. To understand the importance of self-respect and how this links to their own happiness. To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Community – online safety</p> <ul style="list-style-type: none"> To understand that people sometimes behave differently online, including by pretending to be someone they are not. To understand that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>Health & wellbeing – understanding my feelings</p> <ul style="list-style-type: none"> To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. To understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To understand where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). To understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
End point LKS2	<p>By the end of LKS2, pupils will:</p> <ul style="list-style-type: none"> ✓ Understand families are different and respect that. ✓ Be respectful of all differences in people, including physical, character, background and beliefs. ✓ Understand how to seek and give permission. ✓ Gain the skills to repair issues in friendship. ✓ Know how to treat others and expect to be treated with respect. ✓ Understand the impact of in person and online bullying on wellbeing. ✓ Understand that negativity occurs online. ✓ Know that personal information should be kept private. ✓ Identify poor, hygiene, diet and health risks and know how to improve it. 		
	Relationships – what makes a family	Health & wellbeing – Physical wellbeing	Health & wellbeing - puberty

<h2 style="background-color: #00b050; color: white; padding: 5px;">Year 5</h2>	<ul style="list-style-type: none"> To understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. To understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. To understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. To understand how to report concerns or abuse, and the vocabulary and confidence needed to do so. To understand where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> To understand the principles of planning and preparing a range of healthy meals. To understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To understand how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. To understand the facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> To understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. To understand about menstrual wellbeing including the key facts about the menstrual cycle.
<h2 style="background-color: #00b050; color: white; padding: 5px;">Year 6</h2>	<p style="text-align: center;">Relationships – healthy friendships</p> <ul style="list-style-type: none"> To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To understand how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.. To understand the importance of self-respect and how this links to their own happiness. To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. To understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p style="text-align: center;">Health & wellbeing – Mental wellbeing</p> <ul style="list-style-type: none"> To understand where to get advice e.g. family, school and/or other sources. To understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To understand where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). To understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p style="text-align: center;">Community – our community, online safety and Growing Up</p> <ul style="list-style-type: none"> To understand the conventions of courtesy and manners To understand what prejudice is and the history of prejudice, and what to do if you encounter it. To know and understand how to be a great citizen. To understand why money is important, and how it should be spent. To know what makes us feel like we belong. To understand what it means to be British. <p>Online Safety:</p> <ul style="list-style-type: none"> To understand how to protect our identity. To understand the dangers for young people online. To understand that our personal details can be used to make money, and target us with advertising. To be able to analyse digital content. To understand that not everything they read is true or without bias. To understand how different groups have their own motivations. <p>Growing up: (optional SRE)</p> <ul style="list-style-type: none"> To know internal sex organs.

End point UKS2

By the end of UKS2, pupils will:

- ✓ Recognise how and where to seek help if any relationship is making them unhappy or they wish to report concerns.
- ✓ Know the concept of privacy and the impact of keeping secrets.
- ✓ Know their body belongs to them and the differences in contact.
- ✓ Understand how to trust others appropriately and manage conflict.
- ✓ Identify triggers and harmful substances which negatively impact their health, hygiene and wellbeing; and how to identify illness early.
- ✓ Understand self-care techniques.
- ✓ Understand the long-lasting impact that bullying has on wellbeing and how to seek support if they are worried about themselves or others.
- ✓ Understand changes in puberty and menstrual wellbeing.
- ✓ Understand concept of prejudice and belonging.
- ✓ Analyse digital content and understand bias online.
- ✓ Understand how to spend money effectively.

- To know basic facts about what happens during sex.
- To know the law states they should not have sex until 16 years old and have given consent.