



Lostwithiel Primary School Key Skills for Citizenship

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

Key stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

	People and Communities	The World	Technology
30- 50 month	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p>
40-60	<p>Enjoys joining in with family customs and routines.</p>	<p>Looks closely at similarities, differences, patterns and change.</p>	<p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>
ELG	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

	traditions.		
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	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens	Developing a healthy, safer lifestyle	Developing good relationships and respecting the differences between people	Breadth of opportunities
Year 1	a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a	a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and	a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's	a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people;	a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements

	positive way;	follow rules for their group and classroom, and understand how rules help them	needs change;		recognised and by being given positive feedback about themselves); c. 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');
Year 2	d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals.	e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; 2	e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	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); e. meet and talk with people (for example, with outside visitors such as religious

		<p>g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes.</p>			<p>leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. 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); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>
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a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
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; c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

a. to research, discuss and debate topical issues, problems and events; 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; c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 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

a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
g. school rules about health and safety, basic emergency aid procedures and where to get help.

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; b. to think about the lives of people living in other places and times, and people with different values and customs; c. 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; d. to realise the nature and consequences of racism, teasing, bullying and aggressive

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);
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b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of

		with each other;		<p>behaviours, and how to respond to them and ask for help; e. to recognise and challenge stereotypes; f. 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.</p>	<p>achievements; by having opportunities to show what they can do and how much responsibility they can take); 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); d. 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</p>
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					contributions to charities); e. 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);
Y5&6	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; e. about the range of jobs carried out by	e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; f. to resolve differences by looking at alternatives, making decisions and	c. about how the body changes as they approach puberty; d. which commonly available substances and drugs are legal and illegal, their effects and risks; e. to recognise the different risks in different situations and then decide how	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; b. to think about the lives of people living in other places and times, and people with different	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;

	<p>people they know, and to understand how they can develop skills to make their own contribution in the future; f. to look after their money and realise that future wants and needs may be met through saving.</p>	<p>explaining choices; g. what democracy is, and about the basic institutions that support it locally and nationally h. to recognise the role of voluntary, community and pressure groups; i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; k. to explore how the media present information.</p>	<p>to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable; 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; g. school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>values and customs; c. 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; d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; e. to recognise and challenge stereotypes; f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity,</p>	<p>for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); 5</p> <p>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); c. participate (for example, in the school's decision-making process, relating it to democratic structures and</p>
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				gender and disability; g. where individuals, families and groups can get help and support.	processes such as councils, parliaments, government and voting); d. 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); e. 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
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					<p>as religious leaders, community police officers); f. 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. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment); h. find information and</p>
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					<p>advice (for example, through helplines; by understanding about welfare systems in society);</p> <p>i. prepare for change (for example, transferring to secondary school.)</p>
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