

Citizenship Medium Term Plan

EYFS

Overview	In EYFS, Citizenship is included as a key focus Personal, Social and Emotional Development (PSED) for our FS1 and FS2 children. All pupils are taught about being kind others, the importance of sharing with peers and following our school rules. Below are the milestones for each half term for FS1 and FS2 that is part of our PSED curriculum and supports the foundations of Citizenship at Heather Garth. Our Learning Mentor teaches our FS2 children once every 2 weeks focusing on core elements of our PSED to support our young pupils to become kind and responsible members of our community. This skills and knowledge is taught as a strong grounding for future Citizenship lessons in KS1.
Early Learning Goals	<p>Self-Regulation</p> <ul style="list-style-type: none"> ➤ *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ➤ *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ➤ *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. <p>Managing Self</p> <ul style="list-style-type: none"> ➤ *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. ➤ *Explain the reasons for rules, know right from wrong and try to behave accordingly. ➤ *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> ➤ *Work and play cooperatively and take turns with others. ➤ *Form positive attachments to adults and friendships with peers.

Foundation Stage 1 Medium Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Getting to know you	Becoming independent	Sharing is caring	Looking after our EYFS Unit	Being a kind friend	Joining in with my friends
Foundation Stage N1 Milestones	<ul style="list-style-type: none"> ➤ To be able to say bye to my grown up with confidence. ➤ To be able to play alongside other children. ➤ . To know that they can approach adults in Nursery when needed. ➤ To know some of the rules in the unit. ➤ To know and name the special people in my life e.g. my family. 	<ul style="list-style-type: none"> ➤ To learn about daily routines. ➤ To tidy up resources with some support. ➤ To be able to join in an activity with another child with support e.g., rolling a ball back and forth, stacking a tower. ➤ To put on my shoes independently ➤ To understand and follow some boundaries in the setting. ➤ To know that I can ask adults for support. ➤ 	<ul style="list-style-type: none"> ➤ To be able to take turns with another child with support. ➤ To learn to look after resources within the class. ➤ To listen to, and follow rules set. ➤ To take turns whilst playing a game with some support. ➤ To be able to talk about things I have seen. ➤ To begin to know that when playing in a group they need to share and also know that they will get a turn. ➤ To understand the importance of being kind to others. 	<ul style="list-style-type: none"> ➤ To show independence in accessing and exploring the environment. ➤ To listen to, and follow rules set. ➤ To look after resources within the class. ➤ To be aware of the different areas in the unit and how to explore them safely. ➤ To confidently ask for help. ➤ 	<ul style="list-style-type: none"> ➤ To be able to begin to play as part of a group e.g., building a train track together with others. ➤ To seek support to initiate play when needed. ➤ To begin to find solutions to conflicts with support. ➤ To know ways to help other people. ➤ To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort. 	<ul style="list-style-type: none"> ➤ To ask for help from a familiar grown up. ➤ To play with some familiar friends. ➤ To identify something, I am good at. ➤ To choose an activity independently. ➤ To begin describe and show friendly behaviour. ➤ To begin to take turns with their friends. ➤ To begin to understand that I have strengths and talents

Foundation Stage N2 Milestones	<ul style="list-style-type: none"> ➤ To be confident to interact with familiar setting grown ups. ➤ To be able to interact with other children with support ➤ To be able to talk about things I like e.g. I like painting To know and talk about some of the rules in the unit. ➤ To understand the importance of having 'a go' at things myself e.g. putting on own coat. ➤ To know about personal hygiene and the importance of being clean and tidy. 	<ul style="list-style-type: none"> ➤ To confidently follow daily routines. ➤ To tidy up resources independently. ➤ To join in an activity with another child independently. ➤ To independently put on my own coat, shoes, pumps. ➤ To know how to wash my hands independently. ➤ To know some similarities and differences between myself and others. 	<ul style="list-style-type: none"> ➤ To be able to take turns with another child independently. ➤ To actively look after resources. ➤ To help others listen to, and follow rules set. ➤ To take turns whilst playing a game. ➤ To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> ➤ To be confident in exploring new areas or equipment. ➤ To help others listen to, and follow rules set. ➤ To look after resources within the class. ➤ To be able to initiate an activity, inviting a friend to play. ➤ To know that it is kind to help others. 	<ul style="list-style-type: none"> ➤ To know how to take turns as part of a group. ➤ To be able to initiate play with peers and keep play going by giving ideas. ➤ To show more confidence in new social situations. ➤ To begin to find solutions to conflicts. 	<ul style="list-style-type: none"> ➤ To ask for help confidently. ➤ To be able to play with a range of friends. ➤ To appreciate and talk about my own strengths e.g. 'I'm good at drawing'. ➤ To choose a range of activities independently. ➤ To describe and show friendly behaviour. ➤ To take turns with their friends. ➤ To understand I have strengths and talents.
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Foundation Stage 2 Medium Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Joining in with my friends'	We are all different	Being kind, confident and hard working	Being caring and respectful to others	Being patient and polite'	Being a confident and independent member of our school
Foundation Stage 2 Milestones	<ul style="list-style-type: none"> ➤ To ask for help. ➤ To play with familiar friends. ➤ To appreciate and talk about my own strengths e.g. 'I'm good at drawing'. ➤ To choose an activity independently. ➤ To describe and show friendly behaviour. ➤ To begin taking turns with their friends. ➤ To understand I have strengths and talents. 	<ul style="list-style-type: none"> ➤ To follow our classroom rules and tidy up independently ➤ To show empathy towards others e.g. when a friend is upset. ➤ To learn about important dates in their lives and those of other people. ➤ To be able to talk about different festivals. ➤ To understand why different people celebrate different things. ➤ To be able to talk about the rules of the EYFS Unit. 	<ul style="list-style-type: none"> ➤ To keep trying when something is tricky. ➤ To recognise similarities and differences between myself and others. ➤ To hold a back and forth conversation confidently, listening to other's ideas and respond appropriately. ➤ To be able to talk about ways to keep trying when faced with a challenge. ➤ To be able to talk about myself and how I am similar and different to others. ➤ To be able to talk about the different personalities of book characters e.g. The wolf is mean and unkind. 	<ul style="list-style-type: none"> ➤ To solve small conflicts independently e.g. 'Stop that please, I don't like it'. ➤ To understand the need to respect others and be kind. ➤ To talk about myself and others positively e.g. I like Anna because she is kind to everyone. ➤ To talk about the effect my behaviour has on others. ➤ To know how to be kind to others and ways I can resolve conflicts myself. ➤ To know that we are all different and this should be celebrated. 	<ul style="list-style-type: none"> ➤ To wait with increase patience e.g. waiting for their turn on the iPad. ➤ To confidently participate in group games and take turns. ➤ To know my behaviour affects others, and I am keen to help others and always be polite and caring. 	<ul style="list-style-type: none"> ➤ To be a confident and independent learner. ➤ To wait with increased patience, and understand others needs and wants. ➤ To confidently talk about our own families, friends and personal experiences. ➤ To recognise that we all have different families, friends and life experiences. ➤ To understand the importance of being a kind friend, taking turns and helping one another. ➤ To know strategies to help myself remain calm and persevere when faced with a challenge.

Key Stage 1

National Curriculum 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.

Year 1 Medium Term Plan

Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	VIP's	Teams	Well being think positive	Diverse Britain
Overview	This theme explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.	This theme is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	This theme is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.	This theme is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

<p>End of Unit Outcomes</p>	<p>1a. I can talk about the very important people in my life and explain why they are special. 1b. I can identify how people show each other that they care. 1c. I can write the characteristics of my VIPs to explain why they are special to me. 1d. I can think about how I can be a VIP to others.</p> <p>2a. I can describe why families are important. 2b. I can identify who is in my family. 2c. I can explain why we need our families and how they can help us. 2d. I can give reasons to explain why members of my family are important to me. 2e. I can think of ways families can show each other they care. 2f. I can identify that not all families are the same and 2g. I can respect those families that are different to mine</p> <p>3a. I can describe what makes someone a good friend. 3b. I can think about why it is important to have good friends. 3c. I can explain what we can do to be a good friend to others. 3d. I can reflect on qualities I have which make me a good friend and those I would like to get even better at</p>	<p>1a. I can talk about the teams I belong to 1b. I can say what makes a team special. 1c. I can say how it feels to be part of a team.</p> <p>2a. I can be a good listener. 2b. I can explain how to be a good listener. 2c. I can explain why good listening is important.</p> <p>3a. I can explain how to be kind and why it is important. 3b. I can describe ways that I can be kind. 3c. I can give reasons why it is important to be kind.</p>	<p>1a. I understand how happy thoughts can make me feel better. 1b. I can describe different emotions and consider how to deal with different feelings. 1c. I can identify positive and negative thoughts. 1d. I can think of different, more positive ways, to think about things.</p> <p>2a. I can make good choices and consider the impact of my decisions. 2b. I can understand that I can't choose what happens. 2c. I can understand that I can choose how I respond to things that happen. 2d. I can understand that the choices I make can affect how I feel.</p> <p>3a. I can set myself goals and consider how to achieve them. 3b. I understand that positive thoughts can help me achieve my goals. 3c. I understand that resilience means trying again and not giving up. 3d. I can think of things I would like to learn, get better at or achieve.</p>	<p>1a. I can describe ways that I can help my school community 1b. I understand that I belong to the school community. 1c. I can identify things that are helpful and not helpful to the school community.</p> <p>2a. I can describe ways that I can be a good neighbour 2b. I can be a good neighbour 2c. I can talk about my local community. 2d. I can identify ways that I can help my community. 2e. I can help my community. 2f. I can talk about what might happen if I made unhelpful choices.</p> <p>3a. I can identify things that help and harm my neighbourhood. 3b. I can describe things that make an environment a nice place. 3c. I can describe things that harm an environment.</p>
<p>Learning questions</p>	<p>1a. Who are our special people? 1b. What makes them special?</p> <p>2a. Why are families important? 2b. How should the people in your family make you feel?</p> <p>3a. What makes a good friend? 3b. How can we be a good friend?</p>	<p>1a. What does it mean to be part of a team? 1b. What teams are we a part of?</p> <p>2a. Why is it important to listen to other people? 2b. How can I be a good listener?</p> <p>3a. How can we show kindness to others? 3b. Why is it important to be kind to the people around you?</p>	<p>1a. What is positive thinking? 1b. How can it help us feel good?</p> <p>2a. What choices do we have about things we say and do? 2b. How can these choices affect how we feel?</p> <p>3a. What are helpful and unhelpful thoughts? 3b. What can we do if we find something challenging?</p>	<p>1a. What does it mean to belong to a community? 1b. What can we do to help our school community?</p> <p>2a. What is it like in our community? 2b. How can we be good neighbours?</p> <p>3a. What makes our neighbourhood a nice place to live? 3b. How can we keep it a pleasant place for everyone?</p>

<p>Sequence of learning (Small steps)</p>	<p>1. H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>2. H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>3. H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R6. about how people make friends and what makes a good friendship</p>	<p>1. R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to</p> <p>2. R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively</p> <p>3. R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous.</p>	<p>1.H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p>	<p>1. L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to</p> <p>2. R21. about what is kind and unkind behaviour, and how this can affect others L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community</p> <p>3. L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p>
<p>Vocabulary</p>	<p>special special people family (famiies) friends (good friend) care roles</p>	<p>listening kind (kindness) team</p>	<p>positive, negative, good, bad, happy, sad, grumpy, complain, best, better, bright, feelings, emotions, attitude, thinking, thoughts, consequences,experiences choice, decision, like,dislike, prefer, impact, affect, respond, healthy, safe, helpful, unhelpful, challenging, new, difficult, goal, achieve, achievement, persevere, perseverance, quit, resilient, resilience</p>	<p>ommunity Neighbours (good neighbours) Pleasant (place) Helpful Unhelpful</p>

Year 2 Citizenship Medium Term Plan

Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	VIP's	Teams	Well being think positive	Diverse Britain
Overview	This theme explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.	This theme is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices	This theme is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful	This theme is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
End of Unit Outcomes	<p>1a. I can describe ways to help resolve arguments and disagreements without being unkind.</p> <p>1b. I can discuss different scenarios where people have fallen out.</p> <p>1c. I can identify bullying and teasing and know what to do if it happens.</p> <p>2a. I can cooperate with others to achieve a task.</p> <p>2b. I can explain what cooperation is and the skills needed to cooperate well with others.</p> <p>2c. I can reflect upon how well my group was able to cooperate.</p> <p>2d. I can think of one skill I am good at and one I would like to get better at.</p> <p>3a. I can describe how I can show my special people that I care about them and I understand why this is important.</p> <p>3b. I can identify positive feelings associated with my special people.</p>	<p>1a. I can talk about unkind behaviour like teasing and bullying.</p> <p>1b. I can say if behaviour is joking, teasing or bullying.</p> <p>1c. I can describe what to do if I see teasing or bullying.</p> <p>2a. I can explain how to be a positive learner</p> <p>2b. I can recognise helpful thoughts and notso-helpful thoughts.</p> <p>2c. I can explain what I can do if I find my learning difficult.</p> <p>3a. I can identify good and not-so-good choices.</p> <p>3b. I can describe some of the choices I make about my behaviour.</p> <p>3c. I can explain some consequences of making good and not-so-good choices.</p>	<p>1a. I can discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>1b. I can identify comfortable and uncomfortable feelings.</p> <p>1c. I can discuss what causes uncomfortable emotions.</p> <p>1d. I can name some strategies to cope with difficult feelings.</p> <p>2a. I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p> <p>2b. I can name things for which I am thankful.</p> <p>2c. I can show my gratitude to others in different ways.</p> <p>2d. I understand that being thankful is a type of positive thinking, which can help to make us happy.</p> <p>3a. I can focus on what is happening right</p>	<p>1a. I can describe what it is like to live in the British Isles.</p> <p>1b. I can identify Britain on a map.</p> <p>1c. I can draw pictures about living in Britain.</p> <p>1d. I can say what I like best about Britain and why.</p> <p>1e. I understand that it is important to treat all people with kindness and respect.</p> <p>1f. I can identify what makes Britain a diverse country.</p> <p>2a. I can explore how people living in the British Isles can be different and how they are the same.</p> <p>2b. I can think about why it is important to have differences.</p> <p>2c. I can think about why it is important to show respect to others.</p> <p>2d. I can write down how I can make all people feel happy and welcome</p>

	3c. I can talk about the positive feelings associated with showing others that I care. 3d. I can reflect on how I can help others in my class to feel good.		now and how I am feeling.. 3b I understand what the mind is. 3c. I can be still, quiet and calm. 3d. I can concentrate on something I am doing and block other things out.	3a. I can talk about being British and living in the British Isles. 3b. I can talk about what it means to me to be British. 3c. I can identify what makes me feel proud to live in the British Isles
Learning questions	1a. Why is it important to treat people fairly, even when we are cross with them? 1b. What can we do about arguments and disagreements? 2a. What does 'cooperate' mean? 2b. How can we cooperate with others? 3a. Why is it important to let people know that they are special to us? 3b. How can we show our special people that we care?	1a. What kinds of unkind behaviour are there? 1b. What can we do if we see teasing or bullying, or if it happens to us? 2a. How can we be positive learners? 2b. What can we do if we find something difficult? 3a. What choices can we make about our behaviour? 3b. How might our choices affect the members of our team?	1a. What things make us feel cross, worried or sad? 1b. What can we do if this happens? 2a. How can we be thankful for the things that we have? 2b. How can being thankful help to make us happy? 3a. What is mindfulness? 3b. How can we be mindful?	1a. What is Britain? 1b. What is it like to live in the British Isles? 2a. In what ways can British people be different from one another? 2b. How are British people similar to one another? 3a. What does it mean to be British? 3b. Why should we be proud of living in the British Isles?
Sequence of learning (small steps)	H23. to identify what they are good at, what they like and dislike R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them 2. R21. about what is kind and unkind behaviour, and how this can affect others	1. R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult 2. H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths 3. H23. to identify what they are good at, what they like and dislike R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and	1H11. about different feelings that humans can experience H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R25. how to talk about and share their opinions on things that matter to	1. R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people 2. R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people 3. R25. how to talk about and share their opinions on things that matter to them L4. about the different groups they belong to

	<p>R24. how to listen to other people and play and work cooperatively</p> <p>3. H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>courteous R24. how to listen to other people and play and work cooperatively</p>	<p>2H11. about different feelings that humans can experience H12. how to recognise and name different feelings R25. how to talk about and share their opinions on things that matter to them 3H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	
<p>Vocabulary</p>	<p>fair (fairly) arguments disagreements cooperate special</p>	<p>choices (good/bad) teasing, bullying positive (learners) difficult behaviour members (team) polite, courteous, respect kind teasing</p>	<p>feelings, emotions, sad, cross, worried, angry, confused, frightened, nervous, anxious, anxiety, upset, embarrassed, lonely, mindful, mindfulness, focus, feelings, calm, relaxed, rest, worries, fears, frustrated, shocked, grumpy, annoyed thankful, grateful, gratitude, appreciation, thoughts, thinking, happy, value, valued, past, future, aware,</p>	<p>British (people) British Isles different similar proud diverse kindness respect</p>

Key Stage 2

National Curriculum	<p>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.</p> <p>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.</p>
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Year 3 Medium Term Plan

Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	VIP's	Teams	Well being think positive	Diverse Britain
Overview	<p>This theme, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.</p>	<p>This theme is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in</p>	<p>This theme is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>	<p>This theme is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>
End of Unit Outcomes	<p>1a. I can describe ways to help resolve arguments and disagreements without being unkind. 1b. I can discuss different scenarios where people have fallen out. 1c. I can identify bullying and teasing and know what to do if it happens.</p> <p>2a. I can cooperate with others to achieve a task.</p>	<p>1a. I can talk about unkind behaviour like teasing and bullying. 1b. I can say if behaviour is joking, teasing or bullying. 1c. I can describe what to do if I see teasing or bullying.</p> <p>2a. I can explain how to be a positive learner</p>	<p>1a. I understand that having a positive attitude is good for our mental health. 1b. I can explain what having a positive attitude means. 1c. I know lots of things I can do to increase my levels of happiness. 1d. I understand how having a positive attitude can make a difference to our lives.</p>	<p>1a. I can describe what it is like to live in the British Isles. 1b. I can identify Britain on a map. 1c. I can draw pictures about living in Britain. 1d. I can say what I like best about Britain and why. 1e. I understand that it is important to treat all people with kindness and respect.</p>

	<p>2b. I can explain what cooperation is and the skills needed to cooperate well with others. 2c. I can reflect upon how well my group was able to cooperate. 2d. I can think of one skill I am good at and one I would like to get better at.</p> <p>3a. I can describe how I can show my special people that I care about them and I understand why this is important. 3b. I can identify positive feelings associated with my special people. 3c. I can talk about the positive feelings associated with showing others that I care. 3d. I can reflect on how I can help others in my class to feel good.</p>	<p>2b. I can recognise helpful thoughts and notso-helpful thoughts. 2c. I can explain what I can do if I find my learning difficult.</p> <p>3a. I can identify good and not-so-good choices. 3b. I can describe some of the choices I make about my behaviour. 3c. I can explain some consequences of making good and not-so-good choices.</p>	<p>2a. I can recognise and manage positive and negative thoughts effectively. 2b. I can identify helpful and unhelpful thoughts. 2c. I understand the effect these thoughts have on the way we feel. 2d. I have strategies to cope with unhelpful thoughts.</p> <p>3a. I understand that some changes can be difficult but that there are things we can do to cope. 3b. I can name some big changes that happen in people's lives. 3c. I understand how these big changes can make us feel. 3d. I can name some strategies to help deal with difficult feelings.</p>	<p>1f. I can identify what makes Britain a diverse country.</p> <p>2a. I can explore how people living in the British Isles can be different and how they are the same. 2b. I can think about why it is important to have differences. 2c. I can think about why it is important to show respect to others. 2d. I can write down how I can make all people feel happy and welcome</p> <p>3a. I can talk about being British and living in the British Isles. 3b. I can talk about what it means to me to be British. 3c. I can identify what makes me feel proud to live in the British Isles</p>
Learning questions	<p>1a. Why is it important to treat people fairly, even when we are cross with them? 1b. What can we do about arguments and disagreements?</p> <p>2a. What does 'cooperate' mean? 2b. How can we cooperate with others?</p> <p>3a. Why is it important to let people know that they are special to us? 3b. How can we show our special people that we care?</p>	<p>1a. What kinds of unkind behaviour are there? 1b. What can we do if we see teasing or bullying, or if it happens to us?</p> <p>2a. How can we be positive learners? 2b. What can we do if we find something difficult?</p> <p>3a. What choices can we make about our behaviour? 3b. How might our choices affect the members of our team?</p>	<p>1a. What is a happy mind? 1b. How can it make a difference to our lives? 2a. What are helpful and unhelpful thoughts? 2b. How do they affect the way we feel? 3a How does it feel when big changes happen in our lives? How can we cope with these feelings?</p>	<p>1a. What is Britain? 1b. What is it like to live in the British Isles?</p> <p>2a. In what ways can British people be different from one another? 2b. How are British people similar to one another?</p> <p>3a What does it mean to be British? 3b. Why should we be proud of living in the British Isles?</p>
Sequence of learning (small steps)	<p>1. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages</p>	<p>1. H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including</p>	<p>1. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities</p>

	<p>time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>2. I can explain how to make and keep fabulous friends I can explain why we need new friends. I can suggest different ways we can make new friends. I can describe ways to treat my friends to ensure we stay friends.</p> <p>3. R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>2. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>3. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>2. H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings 3. H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H23. about change and loss, including death, and how</p>	<p>L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>2. L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7. to value the different contributions that people and groups make to the community</p> <p>3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities</p>
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	<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>3. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>		<p>these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	
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Vocabulary	respect friends fabulous family relationship scenarios support network secrets	skills affected good not-so-good actions behaviour change features members benefit achieve working together	positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, mental health emotions, unpleasant different, uncomfortable, deal, cope, manage, strategies, prepare chemicals, dopamine, serotonin, oxytocin, endorphins helpful, unhelpful, changes, difficult, sudden, exciting, small, experience,	democracy rules law responsibility British enforced laws rules identities empathy respect rights individuals society
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Year 4 Citizenship Medium Term Plan

Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	VIP's	Teams	Well being Think positive	Diverse Britain
Overview	This theme, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.	This theme is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	This theme is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	This theme is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.
End of Unit Outcomes	<p>1a. I can demonstrate strategies for resolving conflicts</p> <p>1b. I can explain positive resolution techniques to use to solve disputes.</p> <p>1c. I can identify how my support network can support my conflict resolutions.</p> <p>2a. I can identify what bullying is.</p> <p>2b. I can identify different ways people can be bullied.</p> <p>2c. I can describe the impact that bullying can have on the victim and the bully.</p> <p>2d. I know strategies for responding to bullying</p> <p>3. I know what to do if someone is being bullied.</p> <p>I can suggest ways to stand up to bullying.</p>	<p>1a. I can pay attention to and respond considerately to others.</p> <p>1b. I can read an emotion by looking at a person's body language.</p> <p>1c. I can explain how emotions can be understood.</p> <p>1d. I can suggest ideas for how to respond to different emotions.</p> <p>2a. I can describe why disputes might happen and strategies to resolve them</p> <p>2b. I can identify the reasons why people might fall out with their team members.</p> <p>2c. I can list some strategies I could use to resolve a dispute.</p> <p>3a. I can talk about my responsibilities towards my team.</p> <p>3b. I can list some responsibilities that I have towards my team and describe why they are important.</p>	<p>1a. I can use mindfulness techniques to keep calm.</p> <p>1b. I can recognise and talk about different emotions.</p> <p>1c. I understand why it is important to relax and be calm.</p> <p>1d. I know some ways to be mindful.</p> <p>2a. I can identify uncomfortable emotions and manage them effectively.</p> <p>2b. I understand why we experience uncomfortable emotions.</p> <p>2c. I can name some strategies to use to cope with these emotions.</p> <p>2d. I understand that I am the boss of my brain and can take responsibility for how I act and behave.</p> <p>3a. I can apply a positive attitude towards learning and take on new challenges.</p> <p>3b. I understand that mistakes are part of learning.</p>	<p>1a. I can talk about what liberty means and I can identify the rights of British people.</p> <p>1b. I can explore human rights and share my thoughts about them.</p> <p>1c. I understand that human rights protect all people.</p> <p>1d. I can identify that all people should be treated politely and with respect, including myself.</p> <p>1e. I can explain what stereotypes are, how they negatively impact people and how they can be challenged</p> <p>2a. I can describe a diverse society and talk about why it is important.</p> <p>2b. I can interpret a diversity data table.</p> <p>2c. I can write a poem to explain and celebrate diversity.</p> <p>2d. I can identify ways to show respect to others. I can discuss why showing respect and being tolerant is important.</p>

		3c. I can describe ways that I can positively affect my team.	3c. I have strategies I can use when something is challenging. 3d. I know what it takes to be a good learner.	2e. I can explain what discrimination is, can describe behaviour which is prejudiced and know what to do if I see it happening. 3a. I can explain what being British means to me and to others 3b. I can express my ideas and opinions through words and drawings. 3c. I can respect ideas and opinions which are different to my own. 3c. I can explain what the benefits of living in a diverse community are. 3d. I can reflect on how I can show care and concern for others.
Learning questions	1a. How and why do people fall out with their friends? 1b. What can we do when this happens? 2a. What are the different ways that people can be bullied? 2b. How can this affect the people involved? 3a. What strategies can we use if we feel we are being bullied? 3b. What can we do to support someone we feel is being bullied?	1a. How can we tell what our teammates are feeling? 1b. How can we respond to the feelings of other people? 2a. What happens when we fall out with our team members? 2b. How can we solve these problems? 3a. Why is it important that everyone on a team fulfils their responsibilities? 3b. What are our responsibilities towards our team?	1.a What is mindfulness and how can it help? 1b. How can we be mindful? 2a. How do uncomfortable feelings affect our actions and behaviour? 2b. What can we do to manage uncomfortable feelings? 3a. What is a positive attitude to learning? 3b. What strategies can we use when we find something challenging?	1a. What does liberty mean? 1b. What are the rights shared by British people? 2a. What is diversity and why is it important? 2b. Why should we be respectful of others? 3a. What does being British mean to me? 3b. Does 'being British' mean the same to all people?
Sequence of learning (small steps)	1. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 2. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling,	1. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 2. R13. the importance of seeking support if feeling lonely or excluded	1. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 2. H3. about choices that support a healthy lifestyle, and recognise what might influence these	1. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

	<p>harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>3. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>3. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 3. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking</p>	<p>L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>2. R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>3. R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
<p>Vocabulary</p>	<p>strategies bullied support demonstrate solve disputes impact victim bully</p>	<p>considerate responsibilities teammates respond solve problems responsibilities body language disputes</p>	<p>mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus/distract, healthy, positive, control, emotions, uncomfortable, unpleasant, control, positive, anger, jealousy, worry, nervous, anxious, guilt, shame,</p>	<p>challenge diverse tolerance respect rights diversity ethnicity family</p>

	respond	strategies resolve emotions identify	embarrassment, grief, resilience, perseverance, determination, practise, strengths, weaknesses, flexible, curious, problem, weather, symbol, represent, emotion, feeling, brave, feelings joy, happiness, success, failure, mistakes, sadness, manage, cope, positive, attitude, challenge, goals, effort, achievement, occupy,	faith culture tolerant identify explore stereotypes negatively discrimination

Year 5 Citizenship Medium Term Plan

Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	Year 5 VIP's	Year 5 Teams	Year 5 Well being think	positive Year 5 Diverse Britain
Overview	<p>This theme, entitled VIPs (Very Important Persons), will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.</p>	<p>This theme entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p>	<p>This theme is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>	<p>This theme is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>
End of Unit Outcomes	<p>1a. I can identify the features of positive family life. 1b. I can show loving actions to other people. 1c. I understand ways to access support if a relationship ever makes me feel unhappy or unsafe.</p> <p>2a. I understand the consequences of unkind behaviour. 2b. I can try out techniques for calming down and identify which work best for me. 3a. I understand that people have different opinions that should be respected 3b. I can express an opinion while being polite and respectful.</p>	<p>1a. I can talk about the attributes of a good team. 1b. I can find examples of teams I admire. 1c. I can identify the attributes needed to make a team good. I can reflect on my own attributes.</p> <p>2a. I can listen to comments made by others in my class. 2b. I can offer my opinion on a subject and on other people's <i>thoughts</i>. 2c. I can be respectful of other people's opinions.</p> <p>3a. I can compromise to take on board the views of others. 3b. I can collaborate to achieve a shared goal.</p>	<p>1a. I understand the link between thoughts, feelings and behaviours. 1b I can discuss and describe a range of thoughts, feelings and behaviours. 1c. I can discuss the impact negative thoughts can have on ourselves and others. 1d. I can turn negative thoughts into positive thoughts. 2a I understand the concept and impact of positive thinking. 2b. I can identify helpful and unhelpful thoughts. 2c. I can name some strategies to deal with unhelpful thoughts. 2d. I can generate positive affirmations</p>	<p>1a. I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. 1b. I can explore national statistics. 1c. I can discuss how to show respect to others who are different to me and why this is important. 1d. I can talk about how I feel in different situations. 1e. I understand what diversity is and the importance of respecting and celebrating it. 1f. I can explain that human rights are there to protect all people.</p> <p>2a. I can explain what a community is and what it means to belong to one.</p>

	<p>3c. I can work with others to explore ways to resolve a disagreement without falling out.</p>	<p>3c. I can explain the importance of compromise and collaboration in a team.</p>	<p>3a I can recognise and manage uncomfortable feelings. 3b. I am able to describe and discuss a range of emotions. 3c. I understand how our feelings can impact on our thoughts and actions. 3d. I can suggest strategies to cope with uncomfortable emotions.</p>	<p>2b. I can talk about what a community is. 2c. I can identify who makes a community. 2d. I can discuss how the actions of people affect the community they are a part of. 2e. I can think of ways I can make a positive contribution to my community</p> <p>3a. I can explain why and how laws are made and identify what might happen if laws are broken. 3b. I can explain what laws are. 3c. I can talk about how laws help me. 3d. I understand that there are consequences to breaking laws. 3e. I can explain what democracy means and reflect on actions which discriminate and show prejudice, identifying what 3f. I can do if I experience or witness this</p>
<p>Learning questions</p>	<p>1a. What does love mean? 1b. Who are the people we love? 1c. How do people show their VIPs that they love them? 2a. What are the consequences of behaving unkindly to the people around us? 2b. How can we calm down when we are feeling angry or upset with other people? 2c. What strategies do you already use when you are feeling angry or upset?</p> <p>3a. Do people who care about each other always have to agree? 3b. How can we resolve disagreements without falling out?</p>	<p>1a. Can we think of any teams that we admire? 1b. What are the attributes that make a good team?</p> <p>2a. How can we compromise and work collaboratively? 2b. How can this help our team?</p> <p>3a. How can we compromise and work collaboratively? 3b. How can this help our team?</p>	<p>1a. What are thoughts, feelings and behaviours? 1b. How do thoughts, feelings and behaviours influence each other?</p> <p>2a. How do helpful and unhelpful thoughts affect the way we feel and act? 2b. What should we do when we have unhelpful thoughts? 2c. How can we encourage helpful thoughts?</p> <p>3a. How do uncomfortable feelings affect our thoughts and actions? 3b. What can we do to Manage uncomfortable feelings?</p>	<p>1a. What kind of people live in our nation? 1b. How can we show respect for people whose faith or ethnicity is different to our own?</p> <p>2a. What is a community and who makes it what it is? 2b. How can we contribute to our community?</p> <p>3a. How does the law help us? 3b. What could happen if laws are broken?</p>

<p>Sequence of learning (small steps)</p>	<p>1. R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 2. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 3. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>1. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 2. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>1. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H2. about the elements of a balanced, healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways 3. H15. that mental health, just like physical health, is</p>	<p>1. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L2. to recognise there are human rights, that are there to protect everyone L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 2. L3. about the relationship between rights and responsibilities; L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. 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 choices). L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>
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<p>Vocabulary</p>	<p>unkind behaviours shared responsibility consequences behaving unkindly disagreements resolve calm angry upset resolve positive strategies opinions</p>	<p>communicate compromise collaborate achieves admire collaboratively attributes reflect</p>	<p>thoughts, feelings, behaviour, cognitive, influence, impact, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance affect, link, reaction, positive, negative, comfortable, uncomfortable, thoughts, positive, negative, helpful, unhelpful,</p>	<p>identities discrimination/discriminate witness communities respecting the law nation respect faith ethnicity contribute law broken national statistics diversity celebrating/celebrations</p>

Year 6 Citizenship Medium Term Plan				
Term	Autumn 1	Autumn 1-2	Summer 1	Summer 2
Unit	VIP's	Teams	Well being think positive	Diverse Britain
Overview	<p>This theme, entitled VIPs (Very Important Persons), will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.</p>	<p>This theme entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p>	<p>This theme is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>	<p>This theme is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>
End of Unit Outcomes	<p>1a. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. 1b. I can identify the different influences in my life and understand that some of these are hidden influences. 1c. I can suggest techniques to use if I am feeling under pressure to behave in a way that makes me feel uncomfortable.</p> <p>2a. I can explain when it is right to keep a secret, when it is not and who to talk to about this. 2b. I can identify times when it is appropriate to share a VIP's secret</p> <p>3a. I can recognise healthy and unhealthy relationships.</p>	<p>1a. can reflect on the need to care for individuals within a team. 1b. I can create care cards to ensure those in my class team feel that I care. 1c. I can explain the importance of making everyone in a team feel cared for and valued. 1d. I can explain how it feels to be valued and cared for.</p> <p>2a. I can identify hurtful behaviour and suggest ways I can help 2b. I can discuss different types of unkind behaviour. 2c. I can explain some of the effects of unkind behaviour. 2c. I can describe ways we can help others in our team.</p>	<p>1a I understand the importance of making good choices. 1b. can identify when a choice or decision needs to be made. 1c. I can consider the consequences of different choices. 1d. I understand what it means to make an 'informed decision'. 2a. I can use mindfulness techniques in my everyday life. 2b. I can stop and focus on the here and now. 2c. I can recognise when different mindfulness techniques might be useful. 2d. I understand how mindfulness can be linked to happiness 3a. I can apply a growth mindset in my everyday life.</p>	<p>1a. I can discuss the terms democracy and human rights in relation to local government. 1b. I can talk about what local government is. 1c. I can talk about what local government does. 1d. I can explain how local government works. 1e. I can think about how local government affects me and how I could become involved in it.</p> <p>2a. I can discuss the terms democracy and human rights in relation to national government. 2b. I can talk about what national government is. 2c. I can talk about what national government does.</p>

	<p>3b. I can spot signs of an unhealthy relationship.</p> <p>3c. I can suggest different ways to end a relationship if necessary.</p>	<p>3a. I can understand the importance of shared responsibilities in helping a team to function successfully.</p> <p>3b. I can investigate the responsibilities shared by a team.</p> <p>3c. I can work in a group to create a role play about classroom responsibilities.</p> <p>3d. I can explain what would happen within a team if people did not carry out their shared responsibilities</p>	<p>3b. I can identify challenge as a positive thing.</p> <p>3c. I can overcome difficulties using a range of strategies.</p> <p>3d. I understand the impact a positive attitude can have on learning.</p>	<p>2d. I can explain how national government works.</p> <p>3a. I can investigate what charities and voluntary groups do and how they support the community.</p> <p>3b. I can explore the roles of different community charities and voluntary groups.</p> <p>3c. I can recognise that people in my community might have different needs to me.</p> <p>3c. I can think about how I could support local charities and voluntary groups.</p>
Learning questions	<p>1a. When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>1b. What can we do when this happens?</p> <p>2a. When is it OK to keep a secret? When is this not OK?</p> <p>2b. How can we know when we should break a confidence or tell a secret?</p> <p>3a. What are some of the signs of an unhealthy or risky relationship?</p> <p>3b. When might it be best to end a relationship and how can we do this?</p>	<p>1a. How can we be sensitive to the feelings of others? 1b. How can we make other people feel valued?</p> <p>2a. What is unkind behaviour?</p> <p>2b. How can we support people who are being upset by others?</p> <p>3a. Why are responsibilities important in a team?</p> <p>3b. What are the most important responsibilities for our team?</p>	<p>1a. What sorts of decisions and choices do we have to make in life?</p> <p>1b. How can making good choices make us happy?</p> <p>2a. What is mindfulness and how can we encourage positive thoughts and feelings?</p> <p>2b. How can we be mindful in our everyday lives?</p> <p>3a. How can our thoughts and feelings help us to have a positive attitude to learning?</p> <p>What strategies can we use to overcome difficulties and challenges?</p>	<p>1a. What is 'local government'?</p> <p>1b. What does it do?</p> <p>1c. How does local government work?</p> <p>2a. What is 'national government'?</p> <p>2b. What does it do?</p> <p>2c. How does national government work?</p> <p>3a. What are charities and voluntary groups?</p> <p>3b. What do they do?</p>
Sequence of learning (small steps)	<p>1. R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>1. H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>1. R21. about discrimination: what it means and how to challenge it</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced eg. what democracy is, and about the basic institutions that support it locally and nationally</p>

	<p>2. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>3. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>2. R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. 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 choices</p>	<p>2. H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>3. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p>	<p>2. R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>3. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
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Vocabulary	<p> unhealthy/risky relationships negative influences break a confidence tell a secret end a relationship identify recognise resist uncomfortable appropriate bounderies </p>	<p> care unkind behaviour shared responsibility sensitive valued unkind behaviour responsibilities reflect hurtful behaviour effects change loss grief managing grief beravement friendships (importance) support wellbeing healthy friendships lonely excluded care concern privacy personal bounderies self-respect consequences adhering concern </p>	<p> choices, decisions, positive,negative, feelings, emotions, behaviour, actions, consequences,impact, independent, responsible,safe, mindful, mindfulness, present, focus, relaxed, calm, still, positive, thoughts, feelings, experience, techniques, morals, pros, cons positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, </p>	<p> Local Government National government charities voluntary (groups) democracy Human rights challenge steriotypes prejudice locally nationally discriminare concern witnessed responding basic institutions compassion diverse community valuing diversity </p>
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