

Citizenship Progression Document

Foundation Stage Year group	Focus – Autumn 1	Focus – Autumn 2	Focus – Spring 1	Focus – Spring 2	Focus – Summer 1	Focus – Summer 2
Foundation Stage 1 (N1 & N2)	<p>‘Getting to know you’</p> <ul style="list-style-type: none"> - Saying bye to my family - Beginning to talk about my family - Following some simple rules of FS Unit - Beginning to talk about myself 	<p>‘Becoming independent’</p> <ul style="list-style-type: none"> - Tidying up resources - Putting on my own shoes and coat - Asking for help when needed - Talking about some similarities and differences between myself and my friends. 	<p>‘Sharing is caring’</p> <ul style="list-style-type: none"> - With support, taking turns with another child. - Understand the importance of sharing with others. - Being kind to others. 	<p>‘Looking after our EYFS Unit’</p> <ul style="list-style-type: none"> - Listen to and follow the EYFS rules - Increased independence in accessing indoors and outdoors. - Initiate play with others in our EYFS unit. 	<p>‘Being a kind friend’</p> <ul style="list-style-type: none"> - Seeking out friends to play with. - Helping others. - Becoming more confident with turn taking. - Trying to resolve some simple conflicts myself. 	<p>Joining in with my friends’</p> <ul style="list-style-type: none"> - Turn taking - Being friendly towards others - Talking about myself with increased confidence. <p>Repeated focus in FS2 to support new children to setting and to settle children after summer holidays.</p>
Foundation Stage 2	<p>‘Joining in with my friends’</p> <ul style="list-style-type: none"> - Turn taking - Being friendly towards others - Talking about myself with increased confidence. <p>Repeated focus in from Summer 2 FS1 to support new children to setting and to settle previous N2 children after summer holidays.</p>	<p>‘We are all different’</p> <ul style="list-style-type: none"> - Talking about different cultures and festivals - Knowing how we are similar and different to other people - Showing empathy towards others - Talk about the rules of the classroom 	<p>‘Being kind, confident and hard working’</p> <ul style="list-style-type: none"> - Keep trying when a task is tricky - Holding back and forth conversations with others - Confident talking about myself and other people. 	<p>‘Being caring and respectful to others’</p> <ul style="list-style-type: none"> - Knowing ways to resolve conflicts with others. - Talking positively about myself and others. - Celebrating our similarities and differences. 	<p>‘Being patient and polite’</p> <ul style="list-style-type: none"> - Confidently joining in with group games. - Taking turns confidently in group activities. - Being polite to others in different situations. 	<p>‘Being a confident and independent member of our school’</p> <ul style="list-style-type: none"> - Talking confidently about own friends, family, recounting own experiences. - Using strategies to remain calm when faced with a challenge. - Recognise that we all have different families, friends and life experiences.

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VIP's					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about the very important people in my life and explain why they are special. To identify how people show each other that they care. To write the characteristics of my VIPs to explain why they are special to me. To think about how I can be a VIP to others.</p> <p>To describe why families are important. To identify who is in my family. To explain why we need our families and how they can help us. To give reasons to explain why members of my family are important to me. To think of ways families can show each other they care. To identify that not all families are the same and To I can respect those families that are different to mine</p> <p>To describe what makes someone a good friend. To think about why it is important to have good friends. To explain what we can do to be a good friend to others. To 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>To describe ways to help resolve arguments and disagreements without being unkind. To discuss different scenarios where people have fallen out. To identify bullying and teasing and know what to do if it happens.</p> <p>To cooperate with others to achieve a task. To explain what cooperation is and the skills needed to cooperate well with others. To reflect upon how well my group was able to cooperate. To think of one skill I am good at and one I would like to get better at.</p> <p>To describe how I can show my special people that I care about them and I understand why this is important. To identify positive feelings associated with my special people. To talk about the positive feelings associated with showing others that I care. To reflect on how I can help others in my class to feel good.</p>	<p>To describe ways to help resolve arguments and disagreements without being unkind. To discuss different scenarios where people have fallen out. To identify bullying and teasing and know what to do if it happens.</p> <p>To cooperate with others to achieve a task. To explain what cooperation is and the skills needed to cooperate well with others. To reflect upon how well my group was able to cooperate. To think of one skill I am good at and one I would like to get better at.</p> <p>To describe how I can show my special people that I care about them and I understand why this is important. To identify positive feelings associated with my special people. To talk about the positive feelings associated with showing others that I care. To reflect on how I can help others in my class to feel good.</p>	<p>To demonstrate strategies for resolving conflicts To explain positive resolution techniques to use to solve disputes. To identify how my support network can support my conflict resolutions.</p> <p>To identify what bullying is. To identify different ways people can be bullied. To describe the impact that bullying can have on the victim and the bully. To know strategies for responding to bullying</p> <p>To know what to do if someone is being bullied. To suggest ways to stand up to bullying.</p>	<p>To identify the features of positive family life. To show loving actions to other people. To understand ways to access support if a relationship ever makes me feel unhappy or unsafe.</p> <p>To understand the consequences of unkind behaviour. To try out techniques for calming down and identify which work best for me. To understand that people have different opinions that should be respected To express an opinion while being polite and respectful. To work with others to explore ways to resolve a disagreement without falling out.</p>	<p>To identify negative influences on my behaviour and suggest ways that I can resist these influences. To identify the different influences in my life and understand that some of these are hidden influences. To suggest techniques to use if I am feeling under pressure to behave in a way that makes me feel uncomfortable.</p> <p>To explain when it is right to keep a secret, when it is not and who to talk to about this. To identify times when it is appropriate to share a VIP's secret</p> <p>To recognise healthy and unhealthy relationships. To spot signs of an unhealthy relationship. To suggest different ways to end a relationship if necessary.</p>

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Teams					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about the teams I belong to To say what makes a team special. To I can say how it feels to be part of a team.</p> <p>To I can be a good listener. To I can explain how to be a good listener. To I can explain why good listening is important.</p> <p>To explain how to be kind and why it is important. To describe ways that I can be kind. To give reasons why it is important to be kind.</p>	<p>To talk about unkind behaviour like teasing and bullying. To say if behaviour is joking, teasing or bullying. To describe what to do if I see teasing or bullying.</p> <p>To explain how to be a positive learner To recognise helpful thoughts and not-so-helpful thoughts. To explain what I can do if I find my learning difficult.</p> <p>To identify good and not-so-good choices. To describe some of the choices I make about my behaviour.</p>	<p>To talk about unkind behaviour like teasing and bullying. To say if behaviour is joking, teasing or bullying. To describe what to do if I see teasing or bullying.</p> <p>To explain how to be a positive learner To recognise helpful thoughts and not so helpful thoughts. To explain what I can do if I find my learning difficult.</p> <p>To identify good and not-so-good choices. To describe some of the choices I make about my behaviour.</p>	<p>To pay attention to and respond considerately to others. To read an emotion by looking at a person's body language. To explain how emotions can be understood. To suggest ideas for how to respond to different emotions.</p> <p>To describe why disputes might happen and strategies to resolve them To identify the reasons why people might fall out with their team members. To list some strategies I could use to resolve a dispute.</p> <p>To talk about my responsibilities towards my team.</p>	<p>To talk about the attributes of a good team. To find examples of teams I admire. To identify the attributes needed to make a team good. To reflect on my own attributes.</p> <p>To listen to comments made by others in my class. To offer my opinion on a subject and on other people's <i>thoughts</i>. To be respectful of other people's opinions.</p> <p>To compromise to take on board the views of others. To collaborate to achieve a shared goal.</p>	<p>To reflect on the need to care for individuals within a team. To create care cards to ensure those in my class team feel that I care. To explain the importance of making everyone in a team feel cared for and valued. To explain how it feels to be valued and cared for.</p> <p>To identify hurtful behaviour and suggest ways I can help To discuss different types of unkind behaviour. To explain some of the effects of unkind behaviour. To describe ways we can help others in our team.</p> <p>To understand the importance of shared responsibilities in</p>

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Teams					
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	To explain some consequences of making good and not-so-good choices.	To explain some consequences of making good and not-so-good choices.	To list some responsibilities that I have towards my team and describe why they are important. To describe ways that I can positively affect my team.	To explain the importance of compromise and collaboration in a team.	helping a team function successfully. To investigate the responsibilities shared by a team. To work in a group to create a role play about classroom responsibilities. To explain what would happen within a team if people did not carry out their shared responsibilities

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Well being think positive					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand how happy thoughts can make me feel better.</p> <p>To describe different emotions and consider how to deal with different feelings.</p> <p>To identify positive and negative thoughts.</p> <p>To think of different, more positive ways, to think about things.</p> <p>To make good choices and consider the impact of my decisions.</p> <p>To understand that I can't choose what happens.</p> <p>To understand that I can choose how I respond to things that happen.</p> <p>To understand that the choices I make can affect how I feel.</p> <p>To set myself goals and consider how to achieve them.</p> <p>To understand that positive thoughts can help me achieve my goals.</p> <p>To understand that resilience means trying again and not giving up.</p> <p>To think of things I would like to learn, get better at or achieve.</p>	<p>To discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>To identify comfortable and uncomfortable feelings.</p> <p>To discuss what causes uncomfortable emotions.</p> <p>To name some strategies to cope with difficult feelings.</p> <p>To discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p> <p>To name things for which I am thankful.</p> <p>To show my gratitude to others in different ways.</p> <p>To understand that being thankful is a type of positive thinking, which can help to make us happy.</p> <p>To focus on what is happening right now and how I am feeling.</p> <p>To understand what the mind is.</p> <p>To be still, quiet and calm.</p> <p>To concentrate on something I am doing and block other things out.</p>	<p>To understand that having a positive attitude is good for our mental health.</p> <p>To explain what having a positive attitude means.</p> <p>To know lots of things I can do to increase my levels of happiness.</p> <p>To understand how having a positive attitude can make a difference to our lives.</p> <p>To recognise and manage positive and negative thoughts effectively.</p> <p>To identify helpful and unhelpful thoughts.</p> <p>To understand the effect these thoughts have on the way we feel.</p> <p>To have strategies to cope with unhelpful thoughts.</p> <p>To understand that some changes can be difficult but that there are things we can do to cope.</p> <p>To name some big changes that happen in people's lives.</p> <p>To understand how these big changes can make us feel.</p> <p>To name some strategies to help deal with difficult feelings.</p>	<p>To use mindfulness techniques to keep calm.</p> <p>To recognise and talk about different emotions.</p> <p>To understand why it is important to relax and be calm.</p> <p>To know some ways to be mindful.</p> <p>To identify uncomfortable emotions and manage them effectively.</p> <p>To understand why we experience uncomfortable emotions.</p> <p>To name some strategies to use to cope with these emotions.</p> <p>To understand that I am the boss of my brain and can take responsibility for how I act and behave.</p> <p>To apply a positive attitude towards learning and take on new challenges.</p> <p>To understand that mistakes are part of learning.</p> <p>To have strategies I can use when something is challenging.</p> <p>To know what it takes to be a good learner.</p>	<p>To understand the link between thoughts, feelings and behaviours.</p> <p>To discuss and describe a range of thoughts, feelings and behaviours.</p> <p>To discuss the impact negative thoughts can have on ourselves and others.</p> <p>To turn negative thoughts into positive thoughts.</p> <p>To understand the concept and impact of positive thinking.</p> <p>To identify helpful and unhelpful thoughts.</p> <p>To name some strategies to deal with unhelpful thoughts.</p> <p>To generate positive affirmations</p> <p>To recognise and manage uncomfortable feelings.</p> <p>To be able to describe and discuss a range of emotions.</p> <p>To understand how our feelings can impact on our thoughts and actions.</p> <p>To suggest strategies to cope with uncomfortable emotions.</p>	<p>To understand the importance of making good choices.</p> <p>To identify when a choice or decision needs to be made.</p> <p>To consider the consequences of different choices.</p> <p>To understand what it means to make an 'informed decision'.</p> <p>To use mindfulness techniques in my everyday life.</p> <p>To stop and focus on the here and now.</p> <p>To recognise when different mindfulness techniques might be useful.</p> <p>To understand how mindfulness can be linked to happiness</p> <p>To apply a growth mindset in my everyday life.</p> <p>To I can identify challenge as a positive thing.</p> <p>To overcome difficulties using a range of strategies.</p> <p>To understand the impact a positive attitude can have on learning.</p>

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Diverse Britain					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To describe ways that I can help my school community</p> <p>To I understand that I belong to the school community.</p> <p>To identify things that are helpful and not helpful to the school community.</p> <p>To describe ways that I can be a good neighbour</p>	<p>To describe what it is like to live in the British Isles.</p> <p>To identify Britain on a map.</p> <p>To draw pictures about living in Britain.</p> <p>To say what I like best about Britain and why.</p>	<p>To describe what it is like to live in the British Isles.</p> <p>To identify Britain on a map.</p> <p>To draw pictures about living in Britain.</p> <p>To say what I like best about Britain and why.</p>	<p>To talk about what liberty means and I can identify the rights of British people.</p> <p>To explore human rights and share my thoughts about them.</p> <p>To understand that human rights protect all people.</p>	<p>To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</p> <p>To explore national statistics.</p> <p>To discuss how to show respect to others who are different to me and why this is important.</p>	<p>To discuss the terms democracy and human rights in relation to local government.</p> <p>To talk about what local government is.</p> <p>to talk about what local government does.</p> <p>To explain how local government works.</p>

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Diverse Britain					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about my local community. To identify ways that 2e. I can help my community. To talk about what might happen if I made unhelpful choices.</p> <p>To identify things that help and harm my neighbourhood. To describe things that make an environment a nice place. To describe things that harm an environment.</p>	<p>To understand that it is important to treat all people with kindness and respect. To identify what makes Britain a diverse country.</p> <p>To explore how people living in the British Isles can be different and how they are the same. To think about why it is important to have differences. To think about why it is important to show respect to others. To write down how I can make all people feel happy and welcome</p> <p>To talk about being British and living in the British Isles. To talk about what it means to me to be British. To identify what makes me feel proud to live in the British Isles</p>	<p>To understand that it is important to treat all people with kindness and respect. To identify what makes Britain a diverse country.</p> <p>To explore how people living in the British Isles can be different and how they are the same. To think about why it is important to have differences. To think about why it is important to show respect to others. To write down how I can make all people feel happy and welcome</p> <p>To talk about being British and living in the British Isles. To talk about what it means to me to be British. To identify what makes me feel proud to live in the British Isles</p>	<p>To identify that all people should be treated politely and with respect, including myself. To explain what stereotypes are, how they negatively impact people and how they can be challenged</p> <p>To describe a diverse society and talk about why it is important. To interpret a diversity data table. To write a poem to explain and celebrate diversity. To identify ways to show respect to others. I can discuss why showing respect and being tolerant is important. To explain what discrimination is, can describe behaviour which is prejudiced and know what to do if I see it happening.</p> <p>To explain what being British means to me and to others To express my ideas and opinions through words and drawings. To respect ideas and opinions which are different to my own. To explain what the benefits of living in a diverse community are. To reflect on how I can show care and concern for others.</p>	<p>To talk about how I feel in different situations. To understand what diversity is and the importance of respecting and celebrating it. To explain that human rights are there to protect all people.</p> <p>To explain what a community is and what it means to belong to one. To talk about what a community is. To identify who makes a community. To discuss how the actions of people affect the community they are a part of. To think of ways I can make a positive contribution to my community</p> <p>To explain why and how laws are made and identify what might happen if laws are broken. To explain what laws are. To talk about how laws help me. To understand that there are consequences to breaking laws. To explain what democracy means and reflect on actions which discriminate and show prejudice, identifying what do if I experience or witness this</p>	<p>To think about how local government affects me and how I could become involved in it.</p> <p>To discuss the terms democracy and human rights in relation to national government. To talk about what national government is. To talk about what national government does. To explain how national government works.</p> <p>To investigate what charities and voluntary groups do and how they support the community. To explore the roles of different community charities and voluntary groups. To recognise that people in my community might have different needs to me. To think about how I could support local charities and voluntary groups</p>