



## CITIZENSHIP STATEMENT

Checkendon C.E. Primary School has adopted the Department of Education Non-statutory Programme of Study (2011). Although there is an obligation for secondary schools to teach Citizenship as part of the National Curriculum for Key Stage 3 and Key Stage 4, the programme is non-statutory for Key Stage 1 and Key Stage 2.

The school vision statement identifies the importance of broadening pupils' sense of citizenship; the commitment of the school to citizenship is also demonstrated by its lively school council and active promotion of British Values.

### EYFS

In Reception citizenship is taught as an integral part of topic work and is related to the objectives set out in the Early Learning Goals for Understanding the World.

### Key Stage 1 and Key Stage 2

#### Key stage 1

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

#### Key stage 2

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