

Phase 1 and 2

Vision Statement: To be happy and confident when exploring their role in modern Britain and the C21 world

Citizenship is non-statutory in Key Stages 1 and 2. The following curriculum map identifies areas that teachers can use for planning. These lessons will be adapted to the students in different pathways.

<p>Key Stage 1 DFE (2015)</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Key Stage 2 DFE (2015)</p>	<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.</p> <p>They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it.</p> <p>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</p>

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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Developing Responsibility to recognise what we like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p>Community and Voluntary Groups How we can be helpful. What jobs can we do. How can we make our environment better.</p>	<p>Rights and responsibilities Human rights Caring for each other. Who cares for us and what we can do to care for others.</p>	<p>Money Why are some people poor. What is saving. How do we feel when we do not have the things we need. The difference between need and want. Poverty in UK</p>	<p>Rules What are the class rules - are they fair Who should make the rules How makes the rules in school? Who makes society's rules?</p>	<p>Sustainable living - what are our responsibilities sorting /recycling Carbon footprint - growing local food Caring for pollinators</p>
Year 2	<p>Being responsible Making choices, sharing opinions and having some responsibility</p>	<p>Protesting Rights What can we do if we do not like something. Making choices and learning how to "say no"</p>	<p>Bullying What to do when we experience, see, or are involved in bullying. What is right and wrong.</p>	<p>World Economy? What is money. Does everyone have the same amount of money. Is it fair that there is an</p>	<p>Royal Family Who they are What they do Do they have any control over society?</p>	<p>Local/Global Environment Caring for the environment Pollution Climate Change</p>

		appropriately.	Who is there to look after us.	imbalance in wealth. What happens when there is no money. Global poverty.		
Year 3	<p>Being a responsible member of society What groups do we belong to How can they be helpful in the communities they are part of</p>	<p>What is Britishness? What communities there are in Britain. Identifying differences and similarities.</p>	<p>Children around the world. Looking at how children like ourselves live in poorer countries, countries where there has been a natural disaster.</p>	<p>Sharing what we can What can we do to make a difference? Reflecting using Spiritual and moral social and culture imagination to “put themselves in another's shoes”</p>	<p>Parliament What is democracy Making a collective choice</p>	<p>Global Environment Making a change Global Community Fair Trade etc</p>

Phase 3 and 4

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Citizenship is a required subject in the National Curriculum at Key Stage 3. At Milestone Academy, how this is taught is determined by each Pathway.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Diversity and Identity Exploring similarities and differences Living together as society Rules and responsibilities for self and society	Community and Voluntary Groups How we can have a voice to make changes Groups and Identity	Rights and responsibilities Human rights What are Human Rights The Universal Declaration of Human Rights	Economy UK Economy Employment rights Managing money - what is it worth	Government What is democracy Rules and parliament	Sustainable living - what are our responsibilities Recycling Energy consumption Carbon footprint Wind farms/solar panels etc
Year 2	Being a responsible digital citizen Fake News and Media Platforms	Protesting Rights - what are our rights to protest - the law and	Immigration and refugees Human Rights Rights in Britain	World Economy? Poverty Support Groups World	How other countries govern themselves Democracy	Local/Global Environment Active member of local

	Cyber bullying The perfect image The Law and safe use of the internet	protesting in Britain		disasters/conflicts and impact on money	Dictatorships	community Climate change - legislation/ COP and activism
Year 3	Digital Citizenship - Rights and responsibilities https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/curriculum-planning	What is Britishness? Protection rights Who will look after us?	Global organisations to protect/look after us WHO Rights of the Child	Sharing what we can Charitable organisations Poverty in the UK Homelessness	Democracy Rights of Voting	Global Environment Making a change Global Community Fair Trade etc