

PICKHURST ACADEMY

CITIZENSHIP MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

At Pickhurst, Philosophy for Children (P4C) and Citizenship are delivered with the intention that they enhance and enrich all other subjects taught across our varied curriculum, thus allowing our pupils to develop and move on to secondary school as truly accomplished, confident citizens of the world. There are many ways in which our children are supported to live out these values through the ethos of the classroom, relationships and the content of the school's curriculum. We ensure many cultural capital opportunities are woven into the school timetable to allow P4C and Citizenship to impact meaningfully on pupils' learning and development, including school council meetings, assemblies, educational trips, visitors, events such as Careers Week and Enterprise Week and most importantly through the culture and ethos that the school creates. As a local community and as a nation, it is our responsibility to help pupils connect to the British values. Through Citizenship, we provide lessons, events and resources to show them how they are invested in these values. We explore how to make choices and celebrate diversity, similarities and differences, resulting in a sense of belonging for all. The 'fundamental British values' that the DfE and Ofsted are asking schools to promote and which our Citizenship programme follows are: **democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**

Social development and self-growth is achieved as pupils learn to engage with and contribute meaningfully to life in Britain, modelling key attributes such as tolerance, friendship, kindness and understanding. We also encourage money sense – fostering an importance of economy and our role as workers and contributors within society. We aim for pupils to leave Pickhurst with a secure, practical knowledge of how money works, as well as recognising the financial and mental health impact of money in everyday life and what support is available. We live in an ever-changing and often challenging modern world. Our pupils come from many cultural and socioeconomic backgrounds and P4C is a forum that helps them develop their critical thinking intellectually, socially, morally, emotionally and culturally. At Pickhurst our aim is to explore new ideas, allow pupils to challenge themselves and others and to question the status quo in a respectful and appropriate way during P4C sessions. They can then apply these skills to other lessons and contexts, for example using sentence starters such as "I respectfully disagree with...because in my opinion..." in English or Maths discussions. Our school understands that a majority opinion or mindset may not be 'best' or 'correct' and that open questioning and 'out of the box' thinking is vital when challenging stereotypes and cultivating creative viewpoints.

The intention is for all pupils to have the opportunity to tackle complex, and at times difficult, life issues in a safe, nurturing space where speaking and listening skills are continually built upon and positive self-esteem allows them to take part in making and changing rules. At Pickhurst, P4C aims to encourage children to think critically, caringly, creatively and collaboratively. The children build a 'community of enquiry' where they create and enquire into their own questions. The questions raised come from a stimulus that is shared with the children. The stimulus can take the form of objects, artefacts, pictures, photographs and videos, providing a snapshot of the wider world, cultures, concepts and mindsets. At Pickhurst, pupils are immersed in a culture of acceptance, fairness, self-awareness and 'looking beyond' to explore and question the main events, ideas and political and social institutions that affect their lives. Our school ethos supports children thinking for themselves and fostering conviction in their attitude and opinions. They recognise the differences between a debate and a discussion; where support, encouragement and open-mindedness are key factors to success. It is essential that children understand the concept of community and belonging in all forms, from the school setting to the wider world. We champion acceptance and equality for all. Pupils are given a voice as well as the tools and life skills needed to make their ideas and opinions heard, in line with freedom of speech.

Year 3						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1			Democracy To express and justify my opinion, and to know mine and others' views count.		Democracy To make choices and begin to understand and respect the democratic process.	
Autumn 2		<u>The Rule of Law</u> To know what is right/ wrong and to apply this in my life.			<u>The Rule of Law</u> To understand the need for rules.	
Spring 1		Individual Liberty To developing an awareness of my own needs, views and feelings.		Individual Liberty To talk about how I feel		Individual Liberty To be sensitive to the feelings of others.
Spring 2		Individual Liberty To explore what I like and dislike.		Individual Liberty .To have confidence in making decisions and talking about what you want to do.		Individual Liberty To know how to overcome our fears about not being good enough.
Summer 1		Mutual Respect, Tolerance and Diversity To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.		Mutual Respect, Tolerance and Diversity To know that people have things in common but everyone is unique.		Mutual Respect, Tolerance and Diversity To identify and respect the similarities and differences between people.

Summer 2		Economics, Money and Managing Resources - The Government and the Economy. - What Affects My Choices About Money?		Economics, Money and Managing Resources - The Government and the Economy. - What Affects My Choices About Money?		Economics, Money and Managing Resources - The Government and the Economy. - What Affects My Choices About Money?
Year 4						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1			Democracy To start to understand the terms democracy and rule of law and why they are important.		Democracy To explore ways we can express our opinions and campaign for democratic change.	
Autumn 2		Rule of Law To follow and value rules.			Rule of Law To explore and make rules, learning their value and purpose.	
Spring 1		Individual Liberty To write in role to explore proper order and character reformation.		Individual Liberty To use encouragement when respecting everyone's differences.		Individual Liberty To explore individual differences through literature.
Spring 2		Individual Liberty To explore ways I am free to be me and understand ways to help others to be free to be themselves		Individual Liberty To consider the hopes and dreams we all have.		Individual Liberty To freeze-frame as a character, thinking and speaking in role.
Summer 1		Mutual respect, tolerance and diversity		Mutual respect, tolerance and diversity		Mutual respect, tolerance and diversity

		To describe how to welcome people and practice being welcoming.		To think about what different people in Britain are like.		To experiment with words to write a poem about myself and who I am.
Summer 2		Economics, Money and Managing Resources - How are payments changing? - How do we pay for things?		Economics, Money and Managing Resources - How are payments changing? - How do we pay for things?		Economics, Money and Managing Resources - How are payments changing? - How do we pay for things?
Year 5						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1			Democracy To start to understand the term democracy and why it matters.		Democracy To write a short speech about ideas to improve life.	
Autumn 2		Rule of Law To think about why we have the 'rule of law'.		Rule of Law To explore rules, learning their value and purpose.		Rule of Law To explore rules, learning their value and purpose.
Spring 1		Individual Liberty To explore the right to live in freedom and individual liberty.		Individual Liberty To explore the right to live in freedom and individual liberty.		Individual Liberty To explore ways I can support other people's right to live in freedom and individual liberty.
Spring 2		Individual Liberty - To explore the idea that we need to allow other people to have liberty. - To understand that individual liberty has to be within the rules.		Individual Liberty To explore the UN Children's Rights.		Individual Liberty To explore my own individual liberty to be who I want to be (within the rules!).
Summer 1		Mutual Respect, Tolerance and Diversity		Mutual Respect, Tolerance and Diversity		Mutual Respect, Tolerance and Diversity

		- To perform a poem in groups and as a class. - To understand how all people are equal and different.		To understand how people are equal but different through exploring a poem.		- To interpret the meaning of a poem showing understanding by drawing illustrations. - To understand how all people are equal but different.
Summer 2		Economics, Money and Managing Resources - The Links Between Jobs and Money - How Can I Plan a Simple Budget?		Economics, Money and Managing Resources - The Links Between Jobs and Money - How Can I Plan a Simple Budget?		Economics, Money and Managing Resources - The Links Between Jobs and Money - How Can I Plan a Simple Budget?
Year 6						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1			Democracy To understand democracy.		Democracy To know what it means to vote fairly.	
Autumn 2		Rule of Law To know why we have a 'Rule of Law'.			Rule of Law To learn the value and purpose of a range of rules.	
Spring 1		Individual Liberty To explore what it means to live in freedom and understand what is meant by individual liberty.		Individual Liberty To know how to support the right to live in freedom and individual liberty.		Individual Liberty To understand the need to allow other people the right to their individual liberty.
Spring 2		Individual Liberty To understand that individual liberty does not mean freedom from following the rules.		Individual Liberty To understand the rights of children linked to the UN.		Individual Liberty To explore my own individual liberty and rights.

Summer 1		Mutual Respect, Tolerance and Diversity To understand how all people are equal despite their differences.		Mutual Respect, Tolerance and Diversity To use a poem to show understanding of equality.		Mutual Respect, Tolerance and Diversity To express the equality of all people despite their differences through a written piece of work.
Summer 2		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?