



# Spiritual, Moral, Social and Cultural Policy

## At King's School

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Signed: Jane Lee



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

At King's School we seek to promote British Values

These being

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

As part of our ongoing commitment to Safeguarding our children we have regard to official guidance (in Keeping Children Safe in Education and Working Together to Safeguard Children, including measures to support the Prevent strategy) and in so doing take proper account of any particular circumstance or context of the school which may indicate a need for protocols greater than the minimum legal requirements

### **MISSION STATEMENT**

We, at King's School, strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals, enabling them to reach their full potential.

### **INTRODUCTION**

This policy is based on the Mission Statement of the School. King's School is an independent School with a strong Christian ethos. We seek to provide a learning environment which:

- allows children to feel valued, acknowledging that every one of our pupils is totally unique, a fact which we celebrate;
- fosters strong friendships so that all the children develop a confidence and independence that is recognized by everyone who meets them;
- encourages the children to reach their full potential across the curriculum, taking pride in their work and achievements;
- meets the individual needs of every single child; nurturing their individual talents;
- promotes a strong Christian ethos through our philosophy and in the daily life of the school;
- fosters a spirit of cooperation and mutual respect whilst encouraging individuals to feel that their unique contribution is valued;
- promotes an understanding and awareness of other world faiths
- provides a supportive environment where children can develop self-confidence, self-discipline and a sense of responsibility;
- seek to promote the spiritual, moral, social, cultural, mental and physical development of our pupils;
- create a positive interaction between school, home and the wider community;

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- develops pupils who are self-assured, confident, happy, positive young people.

### **SPIRITUAL DEVELOPMENT**

King's School seeks to promote spiritual development within a context of Christian beliefs, values and worship. It involves the growth of their sense of self, their unique potential and their understanding of their strengths and weaknesses. It aims to encourage their curiosity about themselves and think about life's fundamental questions. We have forums for them to discuss and reflect on key questions of meaning and truth, reflect on beliefs about God and deities, explore where they came from originally and to look at core concepts and experiences that are at the heart of religious and non-religious world views. Their spiritual development is nurtured through participation in acts of daily collective worship. The whole ethos develops a climate where all pupils can grow and flourish, respect others and be respected.

This is provided through:

- a study of world faiths at year 6, asking questions about them, realising that they have to take ownership of what they choose to believe looking at the 'Big Questions' about life;
- assemblies, mainly focussing on Christian values and beliefs at Keystage level and as whole school;
- weekly Religious Education and Citizenship lessons;
- visiting local churches;
- studying people who adopt the religious lifestyle such as monks and nuns;
- circle time;
- class assemblies of topical interest ;
- Bible stories which have moral/special characters;
- times of reflection, thinking about feelings and sharing their thoughts including how they are feeling about their achievements within school;
- Foundation stage Learning Journeys where achievements are celebrated;
- the Golden Rules;
- a study of world faiths where the children are encouraged to ask and answer questions; taking ownership for what they choose to believe;
- encouraged to ask 'Big questions' about life such as 'What happens when they die?' 'Is there only one God?';
- linking Bible stories to everyday situations.

### **MORAL DEVELOPMENT**

The school aims to develop in pupils a moral stance which is based on Christian ideals of love, justice, peace, truth, compassion, redemption and forgiveness. We seek to develop in pupils a clear understanding of all these values and enable them to put them into practice in their life in and out of school. The school will seek to ensure that adult relationships in school model

the best example of behaviour. We aim to develop an understanding of right and wrong, develop self-discipline and a loving concern for others and understanding links between behaviour and beliefs. We involve the children in the resolving of conflicts. We encourage the children to appreciate the feelings and concerns of others; develop and sustain relationships; reflect on questions of right and wrong and on their own values; discuss their own beliefs and feelings; listen with respect to the views and opinions of others; discuss and debate issues rationally and sensitively; exercise care and responsibility for others; recognise when they have done wrong and the resulting consequences and resolve the situation with an apology and a change in behaviour. Through these processes we encourage the children to learn how to forgive themselves and others.

The school seeks to recognise and affirm good conduct, commitment and service to others through its reward system and through celebration and thanks in the context of collective worship.

This is provided through:

- active promotion and use of the Golden Rules;
- circle time – a safe environment to discuss their thoughts and feelings and resolve conflicts, reflecting upon the consequences of actions and taking responsibility to put it right;
- working in groups developing skills of sharing, turn taking, compromise;
- use of playground rules – which they help to put together;
- Eco-warriors – looking after the environment – playing their individual part to make a difference;
- topics such as ‘People who help us’ in Foundation stage;
- class debates – looking at moral issues;
- citizenship lessons focussing on democracy and helping others;
- promoting the ethos of the school – forgiveness- having a clean slate;
- encouraging the children to make strong moral decisions;
- discussion of right and wrong – particularly ensuring that the children support the rule of English civil and criminal law and understand that they are all subject to the law.

### **SOCIAL DEVELOPMENT**

We set out to foster the commitment and ability to live and work with others, to share resources and to show concern and responsibility for others in the School and wider community. The pupils will acquire an understanding of the responsibilities and rights of being members of their families, their peer group and their communities. They will be encouraged to develop an ability to relate to others and to work with others for the common. Good classroom management will seek to promote group co-operation and mutual responsibility. Children will be pointed to the value and importance of working and playing together. We aim to foster a sense of belonging and a willingness to participate and give back to others.

The school sets out to offer a wide range of educational, social, sporting and extra-curricular activities to all its members. Responsible leadership roles will be encouraged in a range of activities, including extra-curricular.

Social skills are developed through a full range of activities in school so that children will become polite, tactful and confident.

Children are encouraged to participate in and contribute to the life of the community. Social achievement and service to the community are recognised and celebrated in school.

The school's programme of fund-raising, the way funds are raised and the Christian, charitable and other causes chosen contributes to developing the habit of care and support for those in need. Pupils are given the opportunity to choose charities the school should support and to take an active part in planning and carrying out fund-raising.

This is provided through:

- class jobs and department roles i.e. playbag leaders, dinner numbers, line leaders, lunch duty etc;
- playing listening games in Foundation stage;
- group participation in games to promote inclusion;
- building up independence through personalised challenges;
- birthday celebrations with whole school;
- actively encouraging and role modelling good manners;
- end of year service and celebration of whole school achievements with a year 6 focus;
- the 'Stay Safe' campaign;
- the road safety campaign;
- being members of a club;
- fundraising events in and out of school;
- taking responsibility for own learning and presentation of work;
- going on residential trips – being responsible for belongings, mealtimes, taking up new challenges and encouraging others when they struggle;
- mixed age and ability teams for Sport's day – in KS1 Year 2 as team leaders to help younger members;
- lessons where they study their rights and responsibilities and how these change through the different stages of their lives;
- Prefects in year 6;
- promote role models;
- study the laws of the land and adding new ones of their choice through discussion and debate in upper juniors – ensuring all political party views are presented to the children;
- upper juniors – taking an interest in the news and discuss issues that arise;
- promoting an active interest in the government and how the members are elected – link in class with voting – democracy;
- study of Ancient Greek democracy and influence nowadays;

- elected school council who meet on regular basis – run by the children with guidance from teachers;
- Show and Tell – taking an interest in the lives/interests of peers;
- CAP visits for all school children.

### **CULTURAL DEVELOPMENT**

The school aims to broaden children's horizons by introducing them to a range of cultural activities and experiences, by building up an appreciation of their own cultural heritage and traditions and introducing them to examples of the variety of cultures, beliefs and ways of life; giving them the ability to appreciate and respond to a variety of aesthetic experiences through mediums such as art, architecture, film, music, literature, dance and drama. We aim to foster an interest in other people/s way of doing things, and a curiosity about differences.

This is provided through:

- experience and appreciation of the rich heritage and range of cultures in Britain, in particular through English, Drama, History, RE, Music, Art and Sport;
- educational visits to museums, events and places of cultural and historic interest;
- looking at and sampling/making food from around the world and from different cultures;
- showcasing ethnic traditions such as Indian dance;
- in art – looking at different skin tones with a self portraits;
- reading stories from around the world, traditional tales, using multicultural texts/posters;
- table manners – cutlery skills;
- registering in different languages;
- looking at different numbering systems;
- having a mix of different cultural visitors to talk about their lives and traditions;
- through the humanities our topics cover a wide range of different cultures, from Maya civilisation to modern day China;
- study of artists from around the world;
- African drumming;
- annual visits from firemen for Y2 and Y5;
- the London residential usually includes visits to the BBC and Parliament – promoting a respect for these institutions;
- French lessons from early foundation stage;
- study of world faiths includes looking at their traditions and customs;
- working with and for charities – promote idea of putting others before themselves;
- adapt to the cultural needs of the class - celebrate what is special to individual children so they feel valued.

Links to:

Policy for Citizenship

Policy for Equality and Diversity  
Policy for Religious Education



# Citizenship At King's School

Revised: September 2015

By: R.V. Thompson.....

## **Introduction**

This document is a statement of aim, principles and strategies for the teaching of Citizenship at King's School. It was written through a process of consultation with teaching staff

## **What is Citizenship?**

Citizenship education requires students to learn how to become active and effective citizens. At King's School we believe we have the responsibility to bring democracy into the classroom and also the playground. Good citizenship education should provide opportunities for the development of values based on social justice and human rights principles. It should also encourage respect for different national, religious and ethnic opposition to racist beliefs and behaviour. Citizenship education teaches about democracy and the law and it addresses environmental issues. It teaches the skills of collaborative working; citizenship education promotes critical thinking and interactive learning. It is realised through the ethos and actions of the school, so that the pupils feel that teachers are fair and that their voices are heard, recognised and acted upon.

## **Aims**

It is useful to outline the key themes in Citizenship in order to identify our aims in the delivery of this subject at King's School.

We believe they are as follows;

Key Themes:

- Social and moral education
- An understanding of community
- Democratic processes and political literacy
- Cultural diversity and global citizenship
- Human rights and environmental issues

Within the aims of Citizenship we desire that there will be a set of specific learning outcomes.

## **Truth**

Teachers and learners will be concerned to do research on topical and political issues, using a range of information reflecting different perspectives. In addition they will be able to understand themselves in relation to others.

## **Honesty**

Teachers and learners will be concerned to explore how the media present information and to recognise stereotypes and other forms of unfair representation.

## **Justice**

Teachers and learners will be concerned to;

- Recognise that the voices of children should be heard
- Recognise that the law of the Land and Human Rights conventions protect citizens.
- Understand that resources can be allocated in different ways and that economic choices affect individuals and communities.
- Reflect critically on their own lives and the lives of people living in other places with different values and customs.

## **Sense of Duty**

Teachers and Learners will be concerned to;

- Ensure that children can and do participate in decision-making and are given opportunities to express their own views and use initiative.
- Challenge stereotypes and other forms of injustice.

## **Political Viewpoint**

King's is determined to ensure there will be no promotion of partisan political views, nor any attempt to promote extremism of any kind, whether on the premises or in any other school activity off site, nor will distribution or display of any partisan political literature be tolerated.

## **Rationale for the teaching of citizenship at King's School.**

Children are required to:

- Develop confidence to voice own opinions and to recognise the views of others
- Develop skills in critical thinking and in developing arguments
- Develop skills of cooperation and conflict resolution
- Develop skills of participation in action for change

## **The Learning Approach at King's School**

At King's School it is always the aim to allow each child to realise their own potential, to feel valued and special.

In order to deliver the aims of Citizenship the following active learning approaches are used:

- Small group discussions followed by plenary sessions to develop arguments
- Open-ended enquiry on topical and controversial issues
- Role play

- Correspondence with other people living and working inside and outside of the immediate locality of the school.
- Entering the lives of others through stories and other media.
- Actively making a difference to the lives of others through fund raising activities.
- Participating in a democratic process
- Becoming practically aware of a sense of duty by being involved in tasks around school.
- Circle Time
- Visitors (professions)

### **Effective Citizens**

At King's School we believe that effective citizens will:

- Work cooperatively with others
- Develop social justice principles
- Appreciate and learn from cultural differences
- Have a true understanding of global community
- Be able to resolve conflicts peaceably
- Care for the environment
- Be a defender of human rights
- Strive for a fairer future by taking part in a democratic process.

### **The Democratic Process – The School Council & Eco Warriors**

The school council is an elected body consisting of representatives from each junior class (councillors), a chairperson and a secretary. The council has been set up to provide our students with a voice and to help in the smooth running of the school. The councillors bring suggestions or requests from their class to the fortnightly meeting and these are then discussed and either accepted or rejected. When a suggestion is accepted then it is forwarded for action. Councillors have the responsibility of feeding back to their class and the rest of the school. The secretary takes notes and makes them available to all pupils.

The Eco Warriors have been appointed to help make the School a more eco friendly place, and to help raise awareness of what King's School can do to help with environmental issues such as re-cycling, reducing our carbon footprint and being a more sustainable school.

### **The Benefits of a School Council & Eco Warriors**

- Those who are members have increased self-esteem, insight into the running of a school and increased social skills.
- The school pupils as a whole have a voice and are able to affect positive changes
- The ethos of the school is improved as staff and pupils cooperate towards a common goal

- The staff find school management easier as a result of input of information from students
- The school becomes a more eco-friendly school.

We recognise the importance of the whole staff getting involved and having a positive attitude to School Council & Eco Warriors. We also as part of Citizenship teaching realise the need to spend enough time with the councillors, Eco Warriors and class members discussing issues that are important to them.

### **Community and School**

At King's School we aim to help children develop an understanding of the different communities to which they belong and to be able to address certain questions:

- How can they appreciate and be respectful of difference?
- How can they have a sense of interdependence between different groups?
- How can we become effective in the communities in which we live?

### **Charitable Fund Raising**

Every term King's School aims to organise one activity to raise money for charity. This is usually for a different charity each time. We raise the money in a variety of ways, sponsored events, selling cakes and biscuits, bring and buy sales and mufti days. Also at Christmas no charge is made for the children's productions but a voluntary collection is made for a specific charity; this is usually Plymouth based. Children sometimes ask to raise money for a charity appeal such as Children In Need. They are always supported and encouraged to do so.

### **Harvest Festival**

This is an annual event, held in school by the infant department. All the gifts are given to those who are in need. This can be locally or overseas.

### **Church / Christian Links**

We have links with several local churches. Through using their premises, Ministers, Vicars and other church workers take our assemblies.

### **Waste Week**

This is an opportunity for the children to participate in activities which raise awareness of re-cycling and reducing our carbon footprint.

### **Citizenship in the Reception Class**

### **Daily Routines**

The children have their own personal tray, water bottle and peg and are encouraged to look after their own belongings, unpacking and packing them up as necessary.

### **Special Helper Roles**

The children are given special helper roles when they are responsible enough to fulfil the tasks e.g. register monitor, weather board monitor, book monitor, computer helper, line leader and line tail.

### **Healthy Eating**

The children are encouraged to bring healthy snacks everyday as well as their bottle of water. They participate in the QCA document of work called 'Eat more Fruit and Vegetables' in the Spring term when they will make healthy drinks and snacks like yoghurt, smoothies and fruit kebabs.

### **Behaviour**

The children are taught how to behave sensibly in the playground e.g. using playground friends or adults on duty to help them if necessary, sitting down to eat, not running around, playground games and toys to enjoy, strategies for situations like sharing, making friends etc. They know about using the litter bins and compost bin, and about keeping their environment clean and tidy. At the end of the lessons, all children are involved in tidying up the classroom. They learn that a tidy environment is safer and more pleasant to be in.

### **Weekly Events**

The children attend Infant assembly once a week where different topics will be presented like friendships, hygiene, healthy eating, changes, families and firework safety.

### **Circle Time**

The children participate in a session led by the teacher and following Jenny Mosley's book called 'Circle Time'. Topics are picked which relate directly to the class situation at the time e.g. including new people, working together, similarities and differences, celebrations of success.

### **Golden Rules**

The children are often referred to the Golden Rules which are displayed in the classroom. They earn golden time on Friday afternoons by adhering to the rules throughout the week. Friday Focus involves a choosing session of structured play with special toys and equipment.

## **Class assemblies**

Once a week we have a short time of bible study and discussion. We focus on themes of particular relevance to the children at the time.

## **Special Occasions**

### **Charity**

The whole class participates in charity events organised throughout the school like the shoebox Christmas scheme, Children in Need and Jeans for Diabetes. They are made aware of our responsibility to care for those less fortunate than ourselves.

### **Assembly**

The children present one assembly a year to the school and their parents in the Spring Term. They also participate in the Harvest Festival and the Nativity Play. They are encouraged to 'give something back' to their families and school friends, as well as use their talents.

### **Birthdays**

In whole school assembly any child who has had a birthday that week receives a special sticker from the Head Teacher and everyone likes to hear about their birthday treats before singing them 'Happy Birthday.'

### **Visits**

Sometimes we can arrange visits from 'People who help us' e.g. the Fire Service with their fire engine. We have resources about various agencies that can help us and these topics are looked at in class assemblies.

## **Foundation Stage Profile**

This profile has a section for an interview with the child. This is an ideal opportunity for the teacher to ask the child what they think they are good at, what they like or don't like about school, what they enjoy at playtime, what they do at home in their spare time etc and this 1:1 time is useful for checking how the child thinks they are getting on in school.

## **Forest School**

The three rules are

- Look after yourself
- Look after each other
- Look after your environment

Children are taught how to stay inside the boundaries, how to calculate sensible risk taking with the teachers' support, how to actively promote a rich environment by planting vegetables and flowers, by caring for the wildlife and by monitoring flora and fauna.

## **Citizenship in Year 1**

Citizenship is very much an integral part of the school day. Children are reminded regularly that how we speak and behave affects the whole class or school. They are also encouraged to be respectful to parents/ carers before school and at the end of the day.

### **School**

Interactions and discussions, which occur out of day-to-day relationship issues, form the core approach to this subject. These vary from year group to year group according to the group dynamics. Some children require more time to be spent learning how to share, or turn take, or play co-operatively. Formal strategies are time-tabled during circle time. These give opportunities to consider how to handle situations that might arise.

Examples include:

- Modelling of polite ways of addressing one another, use of name, saying please and thank-you
- Circle time games/ discussions to reinforce positive feed back to one another
- Role-play to rehearse alternative ways of reacting/responding in a situation

### **Local Community**

Children are taken to local churches both for services such as Harvest and to learn about the communities using the buildings.

They are taken for walks around the surrounding area and shown how to move safely and considerately around the local environment.

### **World community**

They participate in fund-raising for a variety of causes and learn about the needs of others. They also learn that we can benefit from the different experiences of others as adults from other cultures come to talk to the children.

### **Cross-curricular links**

Many of the above mentioned activities are linked to other areas of the curriculum.

### **Show and Tell**

The children are encouraged to listen to the views of others and respond accordingly, in discussions of issues as and when they arise, having the confidence to voice their own opinions in an appropriate manner. Each week there is a class assembly with time for 'Show and Tell'. The children have the

opportunity to bring in items of interest, or certificates of achievement, and share information about these with the rest of the class to develop confidence in them, and to appreciate each other's talents and skills. In the spring term Year 2 will work on putting together and presenting a class assembly to the school and their parents. These involve collaborative teamwork, choosing roles and have a moral/spiritual content.

## **Citizenship In Year 2**

In Year 2 Citizenship is covered both in specific lessons and in the daily routine of the classroom. Many of the focussed lessons consist of whole class discussion, followed by small group work with a plenary to finish. There are less individual end products, instead, larger single pieces of work where the ideas have been pooled. Year 2 mainly use the 'Primary Foundations-Scholastic PSHE and Citizenship Ages 5-7' book by Judith Hill. In autumn, when they are settling in at the top of Infants, they look at chapter 1, units 1 and 2 'Being Special' and 'Building Friendships'. In spring, to build up their personal awareness, they look at chapter 3, units 1 and 2, 'Keeping myself safe' and 'Taking care of my possessions'. In summer, as they prepare to join the Junior Department, they look at chapter 5, units 1 and 2, 'Looking forward to...' and 'I wish I could...'. The 'Healthy Bodies' elements are covered in Physical Education and in topic work such as 'Food and Farming', particularly looking at the balanced diet.

## **Playground Friends**

To build up a sense of duty the children can volunteer to join the Playground Friends rota. This is where they take on the responsibility at playtimes of looking for those children who may need assistance. This can take the form of finding them a friend to play with, demonstrating how to play a game, taking any children who've hurt themselves for first aid and generally checking that things are going smoothly. As one of the class jobs, the children can take on the role of playbag leader. When on duty they are responsible for taking the play bag to the playground, supervising the giving out of the toys and gathering them back in at the end of break. They are also to check that the toys are being looked after and in good condition. The children will be given jobs to do in the classroom such as register monitor, pencil monitor, bookbag monitor,, taking messages to other members of staff and just general tidying.

## **Show and Tell**

The children are encouraged to listen to the views of others and respond accordingly, in discussions of issues as and when they arise, having the confidence to voice their own opinions in an appropriate manner. Each week we have 'Show and Tell'. The children in rotation have the opportunity to bring in items of interest, or certificates of achievement, and share information about these with the rest of the class to develop confidence, speaking skills, and to appreciate each other's talents and skills. In the spring term Year 2 will work on putting together and presenting a class assembly to the school and

their parents. This involves collaborative teamwork, choosing roles and have a moral/spiritual content.

### **Developing Skills**

Developing the children's skills in critical thinking is a continuous process and takes place across the curriculum, through Maths problems, English Comprehension, Scientific exploration, D and T projects and general topic work in the Humanities.

Developing the children's skills of cooperation and conflict resolution underpins much of the classroom discipline. When necessary and in conjunction with the teacher, the children can have a forum where they feel safe to openly discuss their opinions and concerns with each other and come to some ideas of how to deal with situations or even how to avoid them in the future.

### **Activities**

To gain experience of taking action for change, Year 2 participate in a variety of activities, such as contributing to charity mufti days, bringing in items for various appeals, such as the Plymouth Foodbank, and particularly with 'Mini Pots of Care' a project to raise money for cancer research.

### **Citizenship In Year 3**

#### **Daily Routines**

- Jobs in the classroom – cloakroom monitors, register, handing out work/letters/books, textbook monitors.
- Responsibilities around school – helping Reception readers
- Group work – the children work together in groups on a regular basis for different subjects and are encouraged to listen to each other and take turns.
- Sharing – the class regularly have to share resources and textbooks
- Listening – the children are encouraged to listen in class, listen to each other's ideas and respond appropriately. They are also reminded to wait their turn.
- Class/school rules – Children are reminded to always be fair – especially on the playground
- Looking after and respecting other people's property
- General – children are reminded to remember their manners at all times, and to treat all adults with respect.

#### **Topics**

Feelings and Relationships

- To explore fear and develop an understanding of its causes and effects.
- To understand the concept of loneliness and its effects on people.
- To consider the relationships that are important to them
- To consider the qualities required in a friend.
- To recognise the causes of conflict and to develop peaceful ways to deal with it.
- To develop encouragement between one another
- To understand the consequence of bad behaviour towards one another and to learn how to respond.
- To devise good and bad ways to deal with anger.

### **Right and Wrong**

- To understand better the concept of fairness
- To consider the moral dilemmas and issues of fairness deriving from a Biblical story
- To consider the idea of fairness and the importance of sharing possessions with one another.
- To understand and consider the notion of fairness and forgiveness.
- To reflect on the concepts of kindness and charity towards others who are less fortunate than ourselves.
- To consider the importance of personal honesty
- To consider the nature of crime and empathise with the feelings of the victim.

### **Rules and Laws**

- To understand better why we need rules to regulate human behaviour
- To identify the need for rules in a given situation
- To show the importance of rules in school
- To understand the rules of living as set out in the Ten Commandments
- To understand how laws are passed by Parliament
- To think about new laws that may be desirable
- To understand the role of the police
- To understand the importance of the suffragettes.

### **General daily/ weekly routines**

#### **Circle Time**

Children are encouraged to listen to others, respect their opinions but also to voice their own thoughts in a safe and controlled environment. Topics dealt with often reflect issues raised by individuals in the class and / or relating to behavioural and relationship situations that are beginning to develop between children.

## **Sense of Duty**

At least once a week each child is responsible for cleaning the dining room after lunch.

Children are encouraged to become playground friends so developing skills in dealing with the needs of other people.

## **Expressing their feelings**

Each child has their own 'You and Me' book where they write to the class teacher about anything that may be concerning them. The teacher will then have a written correspondence with the child until a resolution has been made.

Children are also strongly encouraged to speak to the class teacher about any problems as well as talking about achievements / interests / holidays etc.

Links to RWI big questions.

## **Citizenship in Year 4**

### **Daily routines**

- Jobs in the classroom – cloakroom monitors, register, handing out work/letters/books, textbook monitors.
- Responsibilities around school – helping Reception readers
- Group work – the children work together in groups on a regular basis for different subjects and are encouraged to listen to each other and take turns.
- Sharing – the class regularly have to share resources and textbooks
- Listening – the children are encouraged to listen in class, listen to each other's ideas and respond appropriately. They are also reminded to wait their turn.
- Class/school rules – Children are reminded to always be fair – especially on the playground
- Looking after and respecting other people's property
- General – children are reminded to remember their manners at all times, and to treat all adults with respect.

### **Circle time and citizenship**

#### **Circle time**

- The children recognise that they need to take it in turns to speak and to always listen to each other – use teddy to help children know who is speaking.
- We use circle time as a chance to discuss issues we may have had during the week and all the children have their chance to give ideas on how we can sort any problems.

## **Citizenship** – all from PSHE and Citizenship at KS2

### **Rights and responsibilities**

- To express and justify a personal opinion orally and in writing on issues of personal and social concern
- To know that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other.
- To develop effective and fulfilling relationships and learn to respect the differences between people.
- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes.
- To consider the experience and lives of other people living in other places/times and with different values and customs.

### **Choices**

- To express and justify a personal opinion orally and in writing on issues of personal and social concern
- To recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals.
- Face new challenges positively through gathering information, seeking help, making choices and taking action.
- To participate in the resolution of differences by looking at alternatives, making decisions and justifying choices made.
- To know about options for a healthy life style, including the benefits of exercise and healthy eating, about the things that affect mental health, and about the need to make informed choices.

### **Communities**

- To express and justify a personal opinion orally and in writing on issues of personal and social concern
- To face new challenges positively through gathering information.
- To know about topical issues and events, how to discuss and debate them and present the outcome.
- To reflect on social, moral... issues, using imagination to consider the experience of others,
- To understand the role of voluntary, community bodies and pressure groups.
- To appreciate the diversity of national, regional, religious and ethnic identities within the UK.
- To consider the experiences and lives of other people living in other places/times and with different values and customs.

- To understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.

## **Citizenship in Year 5**

### **Daily routines**

- Jobs in the classroom – cloakroom monitors, register, handing out work/letters/books.
- Responsibilities around school – Lunch duty, year 2 readers, school council, eco warriors
- Group work – the children work together in groups on a regular basis for different subjects and are encouraged to listen to each other and take turns.
- Sharing – the class regularly have to share resources and textbooks
- Listening – the children are encouraged to listen in class, listen to each other's ideas and respond appropriately. They are also reminded to wait their turn.
- Class/school rules – Children are reminded to always be fair – especially on the playground
- Looking after and respecting other people's property
- General – children are reminded to remember their manners at all times, being good role models for the younger children and to treat all adults with respect.

### **Topics**

#### **Health (Linked to our science topic in the autumn term)**

- To know the benefits of living a healthy lifestyle, eating well, taking good exercise and keeping themselves clean and fit
- To understand the nature of stress and how to cope with bad forms of stress
- To learn which commonly available substances and drugs are legal and illegal; their effects and risks
- To appreciate that substances like alcohol and tobacco can affect the way body functions and these effects can be harmful
- To appreciate that medicines can be harmful if they are not taken according to instructions

#### **Global Community**

- To understand the characteristics of democracies and dictatorships – this is often linked with school council and our history topic (WW2)
- To develop a basic understanding of the European Union and how Britain is affected by its membership of it
- To learn about the United Nations and how it seeks to resolve disputes

- To introduce children to the concept of human rights and illustrate how widely they are denied
- To understand the different life-styles of those who inhabit rich and poor countries, and to empathise with those who experience dire poverty
- To develop understanding of the lives of those who live in developing or undeveloped nations and of the problems that can beset them
- To learn about some famous people who have helped shape world history in the nineteenth and twentieth centuries
- To learn about different charities that support less fortunate people around the world as well as in our country – Tear fund, Action aid etc.
- To raise the children's awareness of different charities and their work.

### **Adopting responsible attitudes**

Children are encouraged to think independently and to take responsibility for their own actions. When conflict arises, they are first expected to attempt to resolve any disagreement between themselves. If this is not possible, the class teacher will conduct a meeting between the various parties involved in order to allow the children to express their thoughts and feelings within a controlled and safe atmosphere.

Circle time is often used to raise awareness of different issues that arise in school, giving the children the opportunity to express their thoughts and feelings in a relaxed and informal way.

### **Citizenship in Year 6**

Year 6 is an extremely important year for primary children – the vital transition to Secondary School.

In Year 6 Life Skills, PSME and Preparation for Life all come under the umbrella of citizenship. One hour a week of curriculum time is set aside for this subject, although during the summer term more time can be devoted to it as and when necessary. It is crucial that these ten and eleven year old pupils feel comfortable and positive about their move to secondary education and on into the world at large with all its challenges.

The main aims for learning are:

#### **1. The Political Process – Democracy and Dictatorship.**

This includes being involved in the school council process.

#### **2. Rights and Responsibilities**

Again this needs to be seen in action around school and is a vital part of the school's council agenda.

### 3. **Global Citizenship**

This involves learning about ourselves and others. It should build empathy and understanding and leads to active involved young people who care about their world.

#### **Life Skills in Year 6**

The importance of teaching Life Skills in schools has been underlined in 'Every Child Matters' (DFES 2003), but at King's School we have incorporated it since our inception and it has always been a very important part of our ethos. We take seriously our role in encouraging young people to develop skills, helping them to understand themselves and others and ultimately find their place in the world.

#### **Life Skills include:**

- Communicating
- Working as a team
- Making decisions
- Taking responsibility for your actions
- Respecting others and the difference between people
- Resolving conflicts
- Solving problems and real life dilemmas
- Managing emotions
- Being an active and responsible citizen

All the above are not taught in isolation but are implicit in the 3 main strands of citizenship in Year 6 and constantly reinforced during the year. The children go on a residential visit in the summer of Year 6 and all these life skills are required and improved upon.

#### **Outcomes of Citizenship in Year 6**

It is our aim at King's School through teaching Citizenship and Life Skills that the children feel empowered, resist negative influences and build the confidence and motivation to make informed choices and participate.

Our pupils' health, well being and life chances are very important to us and we seek whenever possible to be positive role models. In Year 6 the required outcomes are:

- Be healthy
- Stay safe

- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

In addition they will need

- To have a clear awareness of the value of relationship and love (emotional skills)
- To have a correct understanding of sexual development. To this end the children in Year 6 have a six-week Sex Education course in the Summer Term.

### **Prefects**

All Year 6 pupils are encouraged to become prefects and to sign a contract agreeing to:

- care for other children
- set a good example to others
- be polite and show good manners
- undertake show arounds.

If these requirements are not met, the pupil will no longer be a prefect and so will not receive the privileges assigned to the role. They can, however, earn back their prefect badge.