

Citizenship (P4C, Rights Respecting Schools and pupil voice)
Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHOLE SCHOOL VALUES	CONTRIBUTE	RESPECT	ENJOY	ASPIRE	TEAM WORK	ENQUIRE
Half termly UNCRC focus	Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.	Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
P4C/ circle assembly focus skills	Creative thinking: Forming enquiries.	Caring thinking (empathy).	Critical thinking- evaluating and responding to others.	Collaborative thinking- building on others ideas.	Development of 4Cs: Caring, Collaborative, Creative and Critical thinking.	Development of 4Cs: Caring, Collaborative, Creative and Critical thinking.
British values	Democracy Individual liberty The rule of law	Mutual respect and tolerance Individual liberty	Individual liberty Mutual respect	Democracy Individual liberty	Mutual respect and tolerance Individual liberty	Democracy Individual liberty Mutual respect and tolerance

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EYFS	<p>Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>					
	<p>P4C skills Introducing first thoughts.</p>	<p>P4C skills Sharing first thoughts about an increasing range of stimulus.</p>	<p>P4C skills Ask wondering questions and listen to others ideas.</p>	<p>P4C skills Introduce concepts.</p>	<p>P4C skills Share own opinions.</p>	<p>P4C skills Begin to respond to others ideas.</p>

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YEAR 1	<p>Create a class charter Children to create a charter based on their rights as defined in the UNCR. Pupils should be taught how to agree to and follow rules for their classroom and understand how rules help them.</p> <p>Elect school ambassadors Share their opinions on things that matter to them and share their views.</p> <p>Pupils should be taught to take part in discussions with one other person and the whole class.</p>	<p>Anti-bullying week Pupils should be taught to recognize what they like and dislike, what is fair and unfair and what is right and wrong.</p> <p>Pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p>Pupils should be taught that friends and family should care for each other.</p>	<p>Review class charter Pupils should be taught how to think about themselves, learn from their experiences and recognize what there are good at. Pupils should be taught to set goals.</p> <p>Pupils should be taught how to recognize, name and describe their feelings in a positive way.</p>	<p>Respond to school questionnaire to inform school strategy Pupils should be taught to share their opinions on things that matter to them and share their views.</p>	<p>Review class charter Pupils should be taught how to think about themselves, learn from their experiences and recognize what there are good at. Pupils should be taught to set goals.</p> <p>Pupils should be taught to take part in a simple debate about topical issues.</p>	<p>Cross-curricular Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>World of work Realise that money comes from different sources and can be used for different purposes.</p> <p>Or</p> <p>School carnival Celebrate that they belong to various groups and communities, such as family and school;</p>
	<p>P4C skills Setting ground rules. Sharing first thoughts.</p>	<p>P4C skills Developing first thoughts. Beginning to agree and disagree</p>	<p>P4C skills Start to understand concepts by picking from a selection. Beginning to agree and disagree Begin to form questions.</p>	<p>P4C skills Start to identify concepts Beginning to agree and disagree. Begin to form questions.</p>	<p>P4C skills Start to give reasons. Active listening Beginning to build on others ideas (collaborative thinking.)</p>	<p>P4C skills Start to give reasons. Active listening Beginning to agree, disagree and build on others ideas (collaborative thinking.)</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Share their opinions on things that matter to them and share their views. Pupils should be taught to contribute to the life of the class and the school.</p>					

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YEAR 2	<p>Create a class charter Children to create a charter based on their rights as defined in the UNCR. Pupils should be taught how to agree to and follow rules for their classroom and understand how rules help them.</p> <p>Elect school ambassadors Share their opinions on things that matter to them and share their views. Relate school ambassadors to British democratic elections.</p>	<p>Anti-bullying week Pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p>Pupils should be taught that friends and family should care for each other and explore how this can be seen in their lives.</p>	<p>Review class charter Pupils should be taught how to think about themselves, learn from their experiences and recognize what there are good at. Pupils should be taught to set goals.</p>	<p>Respond to school questionnaire to inform school strategy Pupils should be taught to share their opinions on things that matter to them and share their views.</p>	<p>Review class charter Pupils should be taught how to think about themselves, learn from their experiences and recognize what there are good at. Pupils should be taught to set goals.</p>	<p>World of work Realise that money comes from different sources and can be used for different purposes.</p> <p>Or</p> <p>School carnival Celebrate that they belong to various groups and communities, such as family and school;</p>
	<p>P4C skills Set ground rules. Take turns speaking with others(collaborative thinking). Ask open questions.</p>	<p>P4C skills Establish full enquiry. Develop open questions. Identify concepts from a stimulus.</p>	<p>P4C skills Clarify and refine ideas. Ask different types of questions and explore question language.</p>	<p>P4C skills Clarify and refine ideas Move away from context of stimulus to ask broad questions.</p>	<p>P4C skills Suggest ideas linked to their own experiences. Respond to others ideas by agreeing or disagreeing.</p>	<p>P4C skills Question others ideas if I don't understand. Respond to others by building on each others ideas.</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Share their opinions on things that matter to them and share their views. Pupils should be taught to contribute to the life of the class and the school.</p>					

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YEAR 3	<p>Create a class charter Create a class charter to promote everyone's access to the rights as defined in the UNCRC. Understand why and how rules are made and enforced.</p> <p>Elect school ambassadors Elect two representatives for the class by replicating the British election process and explain simplified structure of national government.</p>	<p>Anti-bullying week Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Recognise and challenge stereotypes.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Respond to school questionnaire to inform school strategy Express their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Parliament trip Understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Transition Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>World of work Discuss the range of jobs carried out by people they know and other jobs in the community. Pupils should be taught to look after their money</p>
	<p>P4C skills Develop active listening and turn taking. Sort types of questions.</p>	<p>P4C skills Make links to real life outside of own experiences. Explore different types of questions.</p>	<p>P4C skills Identify concepts in a stimulus. Explore different aspects of a concept.</p>	<p>P4C skills Explore concepts away from the stimulus. Explore important words in questions.</p>	<p>P4C skills Understand collaborative thinking. Use 4C language to evaluate enquires.</p>	<p>P4C skills Understand the viewpoints of others. Use others viewpoints as a starting point and build on their ideas.</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Talk about their opinions, and explain their views, on issues that affect themselves, their classmates and their community.</p>					

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YEAR 4	<p>Create a class charter Create a class charter to promote everyone's access to the rights as defined in the UNCRC. Understand why and how rules are made and enforced.</p> <p>Elect school ambassadors Elect two representatives for the class by replicating the British election process and explain simplified structure of local and national government including discussion of local MP.</p>	<p>Anti-bullying week Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Recognise and challenge stereotypes.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Respond to school questionnaire to inform school strategy Express their opinions, and explain their views, on issues that affect themselves and society.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Transition Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>World of work Discuss the range of jobs carried out by people they know and other jobs in the community. Pupils should be taught to look after their money and realise that future wants and needs may be met through saving.</p>
	<p>P4C skills Explore concepts. Identify links between concepts.</p>	<p>P4C skills Evaluate critical and creative thinking. Develop summarizing.</p>	<p>P4C skills Group and classify questions.</p>	<p>P4C skills Evaluate and develop critical thinking.</p>	<p>P4C skills Look for examples to support and idea.</p>	<p>P4C skills Evaluate discussions using the 4Cs and set own targets/</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Talk about their opinions, and explain their views, on issues that affect themselves, their classmates and their community.</p>					

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YEAR 5	<p>Create a class charter Create a class charter to promote everyone's access to the rights as defined in the UNCRC. Understand why and how laws and rules are made and enforced and why different rules are needed in different situations.</p> <p>Elect school ambassadors Elect two representatives for the class by replicating the British election process and explain structure of local and national government including discussion of local MP and relate to recent elections.</p>	<p>Anti-bullying week Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Respond to school questionnaire to inform school strategy Express their opinions, and explain their views, on issues that affect themselves and society.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p> <p>Parliament trip Understand what democracy is, and about the basic institutions that support it locally and nationally;</p>	<p>Transition Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>World of work Discuss the range of jobs carried out by people they know and understand how they can develop skills to make their own contribution in the future; Pupils should be taught to look after their money and realise that future wants and needs may be met through saving.</p>
	<p>P4C skills Develop and link concepts. Identify important words in questions.</p>	<p>P4C skills Identify differences between similar questions. Evaluate the effectiveness of questions.</p>	<p>P4C skills Use questioning techniques to identify concepts and important vocabulary.</p>	<p>P4C skills Link questions to concepts. Refine questions.</p>	<p>P4C skills Find alternative possibilities to support a viewpoint.</p>	<p>P4C skills Justify opinion using reasons and evidence. Identify counter examples in a discussion.</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Talk about their opinions, and explain their views, on issues that affect themselves, their classmates and their community. Research, discuss and debate topical issues, problems and events.</p>					

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YEAR 6	<p>Create a class charter Create a class charter to promote everyone's access to the rights as defined in the UNCRC. Understand why and how laws rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Elect school ambassadors Elect two representatives for the class by replicating the British election process and explain structure of local and national government including discussion of local MP. Teach process of law making in British government (link to parliament trip in earlier year group).</p>	<p>Anti-bullying week Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p>	<p>Respond to school questionnaire to inform school strategy Express their opinions, and explain their views, on issues that affect themselves and society.</p>	<p>Review class charter Recognise how their rights have been respected and identify areas for improvement. Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community.</p> <p>Transition Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p>	<p>World of work Discuss the range of jobs carried out by people they know and understand how they can develop skills to make their own contribution in the future; Pupils should be taught to look after their money and realise that future wants and needs may be met through saving.</p>
	<p>P4C skills Justify reasons with evidence and examples. Refine questioning.</p>	<p>P4C skills Evaluate questions and discussions using 4Cs.</p>	<p>P4C skills Explain reasoning. Explore further questions.</p>	<p>P4C skills Recognise opposing viewpoints and use evidence to weigh up sides of an argument.</p>	<p>P4C skills Plan and facilitate own discussions. (Teacher to provide alternate enquiries with increasingly nuanced stimulus).</p>	<p>P4C skills Evaluate and develop own enquiries (Teacher to provide alternate enquiries with increasingly nuanced stimulus)..</p>
	<p>P4C enquiries each term to include: Gender, culture and diversity PSHE Religion or spiritual education Curriculum area Resilience and growth mindset Wellbeing</p>					
	<p>Participate in class council Talk about their opinions, and explain their views, on issues that affect themselves, their classmates and their community. Research, discuss and debate topical issues, problems and events.</p>					



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