



# Citizenship at Malin Bridge

'Citizenship is learning about how society works and understanding how to be a good citizen'.



"Citizenship lessons help us to be kind citizens and make new friends." *Molly Y3*



## Vision

A high-quality citizenship education will empower pupils with the knowledge, skills and values needed to lead fulfilling, healthy and responsible lives. We strive to create an inclusive and supportive learning environment where pupils can explore essential topics related to their personal development, relationships, wellbeing and economic understanding.

*Good is not enough if it can be better and better is not enough if it can be best.*

AT MALIN BRIDGE PRIMARY OUR PUPILS...



## Intent

A curriculum that provides pupils with the opportunity to develop values such as empathy, respect and responsibility, helping them to become well-rounded individuals.

To empower pupils with the tools to build and maintain healthy relationships with peers, family and the broader community.

To provide pupils with the essential life skills so they are prepared for their future roles as responsible and active citizens in society.

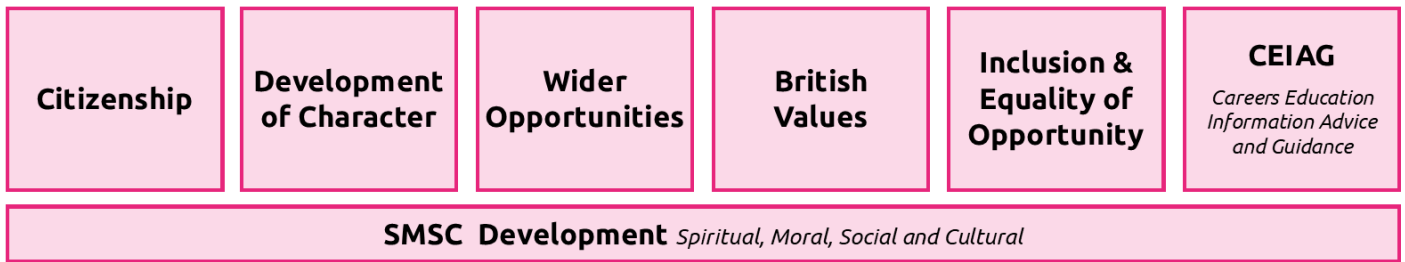
# What do we mean by Citizenship?

At Malin Bridge, the term 'citizenship' encompasses the following areas: PSHE, RSE, Citizenship, Development of Character, Wider Opportunities, British Values, Inclusion and Opportunity, Careers Information, Education Advice and Guidance (CEAG), Preparing for Adulthood, and SMSC.

## PSHE Curriculum



## RSHE Curriculum



# Citizenship Subject Story

There are **Subject Stories** for all foundation subjects, which detail the journey pupils go on through each curriculum area during their time at Malin Bridge. They contain the **key concepts** (*substantive and disciplinary*), which are built over time, as well as how each unit fits into the 'bigger picture' of the curriculum. Finally, the subject stories also contain an agreed glossary of definitions to ensure **consistent language** is used throughout school.

## CITIZENSHIP AT MALIN BRIDGE

By the end of studying Citizenship at Malin Bridge, children will be able to answer questions such as:

- What does it mean to belong and how does this affect your own identity?
- Explain how diversity and inclusion contribute to our sense of community.
- Describe some practical strategies for supporting good health and wellbeing.
- Using a range of risks and hazards, explain how can we stay safe online and offline?
- Using your knowledge of the online world describe some benefits and drawbacks of the internet.



Key Concepts	Associated vocabulary
Belonging and Identity	community, culture, gender, religion, race, racism, prejudice, difference, stereotypes, marriage, wedding, ceremony, gay, conventional, rights, refugees, asylum seekers, migration, immigrant, language, responsibilities, friend, family, stranger, acquaintance, minority, foster care, adoption, compromise, government, vote, equality, British Values, citizen, empathy
Diversity and Inclusion	kindness, respect, gender, religion, race, racism, prejudice, difference, stereotypes, sexuality, LGBTQ+, friendship, including, excluding, discrimination, fear, anger, bullying, cyberbullying, sexism, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation, homophobia, citizen, disabled, able-bodied, built environment, poverty, inequality, privilege, same-sex, white supremacy, empathy
Health and Wellbeing	exercise, diet, hygiene, physical health, mental health, peer pressure, debt, earn, salary, tax, gambling, emotion, emotional reaction, loss, separation, divorce, bereavement, impulsivity, restraint, self-control, conflict, resolution, triggers, body image, self-esteem, expectations, insecurity, oral hygiene, tooth decay, plaque, drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction, puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, menstruator, period, wet dream, hormones, sweat glands, smegma, genitals, internal genitalia, external genitalia, bacteria, essential, luxury, poverty, ovaries, ovum, uterus, pubic hair, foreskin, scrotum, sperm, urethra, anus, labia, cervix, fallopian tube, reproduction, pregnancy, fertilisation, germs, bacteria, virus, disease, infection.
Being Safe	internet, strangers, consent, permission, deception, personal information, identity, privacy, catfish, vulnerable, peer pressure, risk, hazard, danger, trusted adult, secret, surprise, rules, laws, right, wrong.
The Online World	bias, prejudice, fake news, personal information, virus, manipulation, stereotypes, public, private, pressure, privacy, catfish, deception, vulnerable, terms and conditions, social media, advertisement, digital media, clickbait, bias, echo chamber, propaganda.

## Citizenship Glossary

able-bodied	people who are healthy and have no illness, injury or condition that makes it difficult to do the thing that other people do
ableism	discrimination against people who are not able bodied
acquaintance	a person you have met, but do not know well
activist	a person who campaigns to bring change
Adam's apple	the part of your throat that sticks out, especially in men, that moves up and down when you speak or swallow
addiction	an inability to stop doing or using something, especially something harmful
addictive	something that is very hard to give up
adoption	A process where a person assumes the parenting of a child from that child's biological parents
advertisements	a picture, video, sign etc. that is used to persuade a person to purchase a product or service
alcohol	a liquid that is produced in making wine, beer and spirits; it can cause changes in the behaviour of people who drink it
androgynous	See <i>non-binary</i>
anger	the feeling people get when something unfair, painful or bad happens
anus	the opening at the end of the digestive tract through which solid waste leaves the body
anxious	feeling worried or nervous
asylum seeker	someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there
bacteria	a type of very small organism that lives in air, earth, water, plants and animals; it often causes disease
belonging	having a secure connection to a group of people or place

# Skills Sheets

There are skills sheets for each foundation subject, for each phase, detailing the disciplinary knowledge. These include what a child who is attaining typically, should **be able to do by the end of their phase**. They also include the key vocabulary which children should be able to use.



## KS1 CITIZEN

Over KS1, children's learning in Citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their own community and throughout the world.

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

### Health and Wellbeing

Demonstrate they can think about themselves by recognising what they like and dislike so they can make real and informed choices that improve their physical and emotional health, understanding that choices can have good and not so good consequences.

Describe what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

Recall the names for the main parts of the body (including external genitalia) and explain the bodily similarities and differences between boys and girls.

Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets if they make them feel uncomfortable.

### Relationships

Recognise that their behaviour can affect other people and show an understanding of what is fair and unfair, kind and unkind, what is right and wrong and what bullying is.

Identify and respect the differences and similarities between people sharing their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

Communicate their feelings to others, to recognise how others show feelings and how to respond understanding that feelings as well as bodies can be hurt.

Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

(continued overleaf)



## LKS2 CITIZEN

Over LKS2, children's learning in citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their own community and throughout the world.

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

### Health and Wellbeing

Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

Recognise what positively and negatively affects their physical, mental and emotional health so they can understand the concept of a 'balanced lifestyle'.

Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

Understand bacteria and viruses can affect health and that following simple routines can reduce their spread.

Explain school rules about health and safety, basic emergency and procedures, where and how to get help and be able to assess and predict dangers differentiating between the terms, 'risk', 'danger' and 'hazard'.

Take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and be clear on strategies required to get support if they have fears for themselves or their peers.

### Relationships

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships understanding the differences between acquaintances, friends, relatives and families.

Recognise and challenge stereotypes understanding that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.

Work collaboratively towards shared goals.

Recognise and manage 'stares'.

(continued overleaf)



## UKS2 CITIZEN

Over UKS2, children's learning in citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their community and throughout the world.
- ✔ Undertaking enterprise projects.

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

### Health and Wellbeing

Show an understanding of what positively and negatively affects their physical, mental and emotional health.

Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Discuss change, including transitions, loss, separation, divorce and bereavement.

Recognise how their increasing independence brings increased responsibility to keep themselves and others safe including road safety and safety in the environment (rail, water and fire safety).

Explain how their body will, and their emotions may, change as they approach and move through puberty.

### Relationships

Recognise ways in which a relationship can be unhealthy and when to talk to if they need support.

Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Understand and use appropriately the terms associated with, sex, gender identity and sexual orientation including an understanding of what marriage and civil partnerships are.

Understand personal boundaries, to identify what they are willing to share with their most special people, friends, classmates and others, and that we all have rights to privacy.

### Being a responsible citizen

Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

(continued overleaf)

# Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge.

These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.



## MY FEELINGS KS1 Knowledge

AS PART OF THE CITIZENSHIP ASPECTS, CHILDREN WILL KNOW:

### HEALTH AND WELLBEING

- We have a range of emotions that depend on our experiences and situations
- There are strategies that we can use when we experience powerful emotions, such as:
  - Deep breaths
  - Notice what your body is telling you - how does it feel?
  - Think about why you might be feeling that way
  - Talk it through with someone you trust
  - Do something you enjoy
  - Exercise
  - Draw, write, sing, dance
  - Don't take it out on other people
  - Always try to be kind with your words and actions
- Events and experiences can affect our emotions
- We can make healthy choices when it comes to activities, sleep, words and deeds

### IDENTITY

- We all have skills and talents that are valuable
- We are all unique people who deserve kindness and respect
- We all have intrinsic value, no matter if we are successful or not
- We all deserve to be happy

### ONLINE SAFETY

- Searching safely is important and involves:
  - Choosing carefully what to type
  - Typing carefully and checking spellings
  - Using keywords
  - Telling an adult if we see anything that makes us feel uncomfortable



ANGRY / HAPPY / JOYFUL / NERVOUS /  
SCARED / SAD / WORRIED / ANXIOUS /  
CALM / SURPRISED / PRIDE / UNIQUE

## PRE-ASSESSMENT IDEAS

- ✔ Know some words to describe their feelings: happy, sad, angry, worried, scared
- ✔ Describe what they like and don't like to do
- ✔ We should feel safe and happy
- ✔ We can go online to find things out

### FURTHER READING

#### Sheffield RSHE Lesson Plans

The Sheffield RSHE units that cover these objectives are M1, M2 and M3  
[Available here](#)

#### Sheffield Online Safety Lesson Plans

[Available here](#)

The Sheffield Online Safety units that cover these objectives are P3  
[Relevant Project Evaluate Lessons](#) (Login: wts@rshe@sheffield.sch.uk; Mail: m1@rshe@sheffield.sch.uk)

#### Anti-racism lesson resources

[Available here](#)

Teachers should deliver Lesson 3 (Redefining racism) as part of this unit.



# Key Concepts

The citizenship curriculum is structured around five **key concepts**. These concepts have been thoughtfully selected to ensure that pupils not only **retain the essential information** but also can **apply their understanding** of these broader topics in their daily lives. Through repeated exposure throughout the curriculum, pupils develop a deeper comprehension of what it means to belong, how to establish and maintain healthy relationships, the significance of a healthy lifestyle, how to ensure their safety and that of others, and how to use technology safely and appropriately.

Belonging  
and Identity



Diversity and  
Inclusion



Health and  
Wellbeing



Being Safe

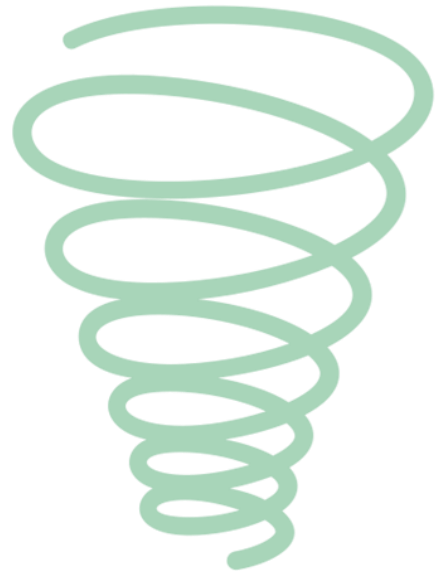


The Online  
World



Pupils develop their understanding of these concepts through meaningful examples and repeated exposure in a range of contexts from EYFS to Y6, including the integrated resource.

The 3D approach of the curriculum design ensures these concepts are revisited and built upon across other subjects areas and all key stages. Over time, pupils schemata will grow to develop a complex and rich understanding of these concepts.



*Please refer to the Curriculum booklet for more information about the 3D curriculum.*



# Citizenship Overview



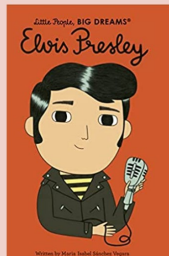
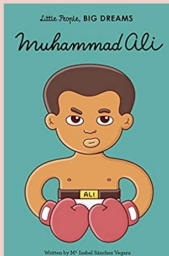
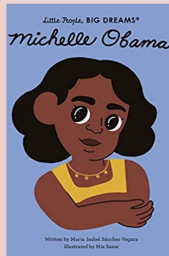
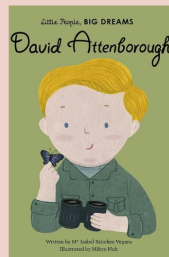
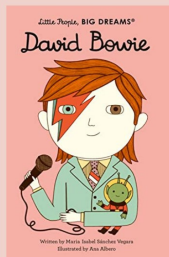
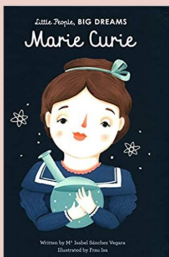
## CITIZENSHIP CURRICULUM CYCLE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS 1		Road Safety British Values: Mutual Respect Fire Safety	Internet Safety Trusted Adults Screen Time	Healthy Eating & Hygiene	Water Safety Animal Care & Handling	British Values Regulating Emotions
EYFS 2	Personal Safety Trusted Adults British Values: The Rule of Law Democracy	Road Safety British Values: Mutual Respect Fire Safety	Water Safety Regulating Feelings British Values: Individual Liberty	British Values: Rule of Law Conflict Resolution Bike Safety People Who Help Us	Internet Safety Weather Safety Being Kind	Animal Safety Stranger Danger Relationships
KS1 (A)	Belonging and Identity: <a href="#">Families A</a>	Belonging and Identity: <a href="#">Relationships</a>	Diversity and Inclusion: <a href="#">Our School Community</a> <a href="#">Anti-racism lesson 3</a>	The Online World <a href="#">Online Safety</a> <a href="#">Anti-racism lesson 2</a>	Health and Wellbeing: <a href="#">My Feelings</a> <a href="#">Anti-racism lesson 3</a>	Health and Wellbeing: Staying Safe <a href="#">Anti-racism lesson 4</a>
KS1 (B)	Belonging and Identity: <a href="#">Families B</a>	Diversity and Inclusion: <a href="#">Community</a> <a href="#">Anti-racism lesson 5</a>	Health and Wellbeing: <a href="#">Staying Healthy</a>	Belonging and Identity: <a href="#">Conflict Resolution</a> <a href="#">Anti-racism lesson 4</a>	The Online World: <a href="#">Fake News and Bias</a> <a href="#">Anti-racism lesson 7</a>	Belonging and identity: <a href="#">Identities</a> <a href="#">Anti-racism lesson 8</a>
LKS2 (A)	Belonging and Identity: <a href="#">Families</a>	Belonging and Identity: <a href="#">Relationships</a>	Diversity and Inclusion: <a href="#">Community Matters</a> <a href="#">Anti-racism lesson 1</a>	Health and Wellbeing: <a href="#">Mental Wellbeing</a>	Belonging and Identity: <a href="#">Conflict Resolution</a> <a href="#">Anti-racism lesson 2</a>	Health and Wellbeing, Being Safe: <a href="#">Staying Safe and First Aid</a>
LKS2 (B)	Online World, Being Safe: <a href="#">Online Safety</a>	Health and Wellbeing, <a href="#">Money Matters</a>	Diversity and Inclusion: <a href="#">Stereotypes, Prejudice and Bias</a>	Online World, Belonging and Identity: <a href="#">Online Relationships</a>	<a href="#">Anti-racism lesson 3</a> <a href="#">Anti-racism lesson 4</a>	Health and Wellbeing: <a href="#">Physical Health</a>
UKS2 (A)	Belonging and Identity: <a href="#">Families</a>	Belonging and Identity: <a href="#">Relationships</a>	Diversity and Inclusion: Prejudice <a href="#">Anti-racism lesson 5</a>	Belonging and Identity: Being a good citizen <a href="#">Anti-racism lesson 6</a>	Health and Wellbeing: Money	Being Safe: Drugs (Y5)
UKS2 (B)	Health and Wellbeing: <a href="#">Mental Wellbeing</a>	Diversity and Inclusion: <a href="#">Bias</a> <a href="#">Anti-racism lesson 7</a>	The Online World: <a href="#">Online Safety</a> <a href="#">Anti-racism lesson 8</a>	Being Safe: <a href="#">Staying Safe</a>	Health and Wellbeing: <a href="#">Physical Health</a>	Being Safe: <a href="#">Drugs (Y5)</a>

In Y1-Y6, citizenship lessons are generally delivered once a week, with some foundation subject topics including elements of citizenship in addition to either History, Geography, DT or Art. In EYFS, lessons are delivered through a mixture of discrete lessons and as part of the wider provision to ensure pupils have the opportunity to consolidate their learning and apply it to real-life situations.

## Diversity & Anti-racism Education

The diversity school driver, along with the latest research in anti-racism education, underpins the citizenship curriculum from FS1 to Y6. The citizenship curriculum ensures that units delivered to pupils include a **diverse range of voices and perspectives**. Resources and texts represent a wide range of **cultures, races, and backgrounds**, and opportunities are planned to discuss **social justice** and how pupils can be advocates for change. All staff working with pupils have attended anti-racism training to reflect on their own biases and foster an inclusive and equitable learning environment, ensuring that all pupils feel **respected, represented, valued, and supported**.



# Personal Development

Citizenship lessons play a vital role in fostering the personal development of pupils. These lessons provide a structured platform for students to explore and understand various aspects of their lives, including their emotions, values, beliefs, and interpersonal relationships. Through Citizenship, pupils are able to address critical topics such as mental health, emotional well-being, and healthy relationships, equipping pupils with the knowledge and tools needed to make informed choices and navigate life's challenges. By focusing on personal development within a supportive educational context, citizenship contributes significantly to pupil's overall growth and readiness for the complexities of the world beyond the classroom. It empowers them to become well-rounded, resilient, and socially responsible individuals, capable of making positive contributions to society. As with other foundation subjects, teachers routinely plan for enrichment within citizenship lessons in order to engage pupils, provide a purpose to learning and to enable pupils to develop a range of interpersonal skills. These include financial lessons delivered by HSBC, residential trips and visits and visitor.



For more information about the personal development offer, please see the *Curriculum* booklet and the *Personal Development* booklet.

## Relationships, Sex and Health Education

At Malin Bridge Primary School, relationships education teaches children a wealth of information about healthy relationships, including how to communicate their own boundaries and recognise the boundaries of others, staying safe online, and the differences between appropriate or unsafe contact. We ensure lessons throughout school are age-appropriate and inclusive, for example teaching about different family models and same-sex relationships. Health education includes a focus on the characteristics of good physical healthy and mental wellbeing. Sex education is taught to our Year 6 pupils during the final half-term; content includes topics related to understanding the body, anatomy, reproduction and the importance of consent. Pupils will learn about how their body changes as they get older, menstruation, puberty, how their emotions develop. *Please see citizenship knowledge sheets for further details about the content covered.*



# British Values

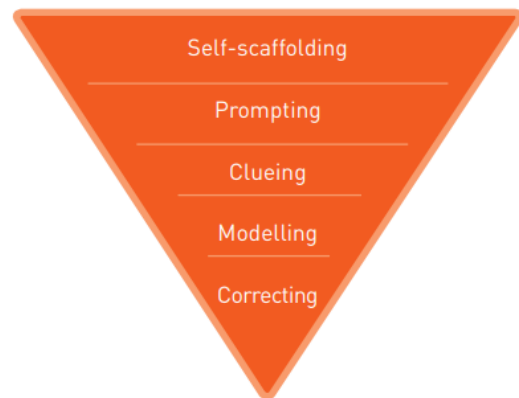
Pupils learn about the fundamental British values through a mixture of dedicated Citizenship lessons, as well as through other parts of the curriculum where meaningful links can be made. The main strategies used to promote these values include: half-termly assemblies focused on each value in turn; class displays, which provide a scaffold for pupils and reinforce their understanding; lesson resources feature British Value logos so teachers and pupils have a clear understanding of how they connect to the content of the lesson; opportunities to take part in democratic votes such as School Council elections and Green Team elections; class discussion and debates, which allow pupils the opportunity to develop critical thinking skills while exploring how British values apply in real-world situations, and fundraising for charities such as S6 Foodbank which supports our local community.

Pupils can talk confidently about the importance of the values, and why we are lucky to live in Britain today.



# Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



# Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our citizenship curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. Teachers consider that concepts and language in citizenship lessons can create barriers for pupils because of their abstract nature. Language is therefore taught explicitly at the start of new topics and pre-teaching of new vocabulary happens where needed. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates. This approach is particularly helpful in increasing participation and build self-confidence.



See the **SEND** booklet for more information.



# Safeguarding

Safeguarding is intricately woven into the citizenship curriculum as a fundamental and non-negotiable element. Within the context of citizenship, students learn about their rights and responsibilities as individuals, including understanding the importance of protecting themselves and others from harm, discrimination, and exploitation. This education helps them recognize signs of abuse, discrimination, or unsafe situations and equips them with the knowledge to report and seek help when needed. In lessons, pupils explore personal safety, including online safety, mental health, and healthy relationships. These topics not only empower students to make informed decisions about their own well-being but also teach them to be vigilant and supportive of their peers. To ensure the curriculum reflects the needs of the pupils and the community, the DSL (Designated Safeguarding Lead) and Curriculum Lead meet half-termly to review safeguarding issues that could be addressed through bespoke lessons. These are then planned into the most appropriate part of the curriculum.

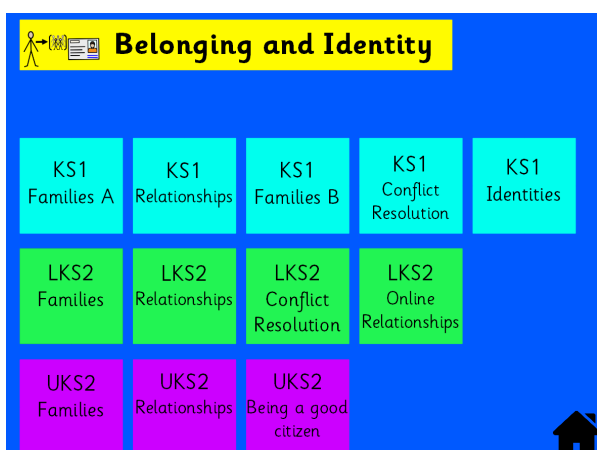
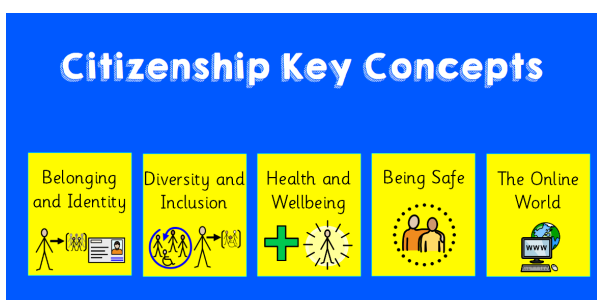
## Spaced Retrieval

The citizenship retrieval flipchart provides teachers with an effective way of building pupil's long term memory. It has been meticulously designed to span content from Early Years to Y6, allowing pupils to recall key learning. This method is about fostering deep comprehension and ensuring that knowledge is retain in long-term memory. By revisiting and recalling information at spaced intervals, pupils build stronger cognitive connections, making the information more readily accessible when they need it most.

Other resources used for retrieval practise include:

- recap stickers
- knowledge organiser recaps
- mini quizzes
- partner recap tasks
- last lesson/last week/last unit/last year reviews

*For more information about safeguarding, please see the Personal Development booklet.*





# Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. Please see the Curriculum booklet for more information. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



## Y1 Citizenship Assessment Guidance

### Key Concept Questions

#### **Belonging and Identity: Families A**

What does it mean to belong?

**Children achieving typically will be able to:**

Talk about what a family is and that we should feel loved, cared for and safe in our homes. Share what to do if their needs are not met.

#### **Belonging and Identity: Relationships**

What does it mean to belong?

**Children achieving typically will be able to:**

Identify different types of relationships and begin to talk about how we behave differently towards people in these groups. Begin to list qualities of a good friend. Know who a trusted adult is for them. Talk about some ways to stay safe online.

#### **Diversity and Inclusion: Our School Community**

How does diversity and inclusion contribute to our sense of community?

**Children achieving typically will be able to:**

Talk about what rules are and why we have them. Begin to understand the term 'bullying' and why it is bad to bully other people. Know that keeping personal information online private is very important. Begin to make links between rules and the British Value: Rule of Law.

#### **The Online World: Online Safety**

What are the benefits and drawback of the internet?

**Children achieving typically will be able to:**

Start to explain what the internet is and why it is a good idea to have a break from it. Know that keeping personal information online private is very important. Begin to talk about some ways to keep themselves safe online. Know a trusted adult they could talk to if they felt unsafe or uncomfortable about being online.

#### **Health and Wellbeing: My Feelings**

What are some practical strategies for supporting good health and wellbeing?

**Children achieving typically will be able to:**

Understand that everyone experiences a range of emotions and this is normal. Begin to share some strategies for coping with powerful emotions. Talk about their own skills and talents and what makes them happy.

#### **Health and Wellbeing: Staying Safe**

How can you stay safe online and offline?

**Children achieving typically will be able to:**

Talk about some hazards found in the home and why it is important to keep themselves safe. Talk about some hazards outside of the home and begin to know some steps to follow if an accident occurs. Begin to make links to the British Values: Rule of Law.

#### **Belonging and Identity: Families B**

What does it mean to belong?

**Children achieving typically will be able to:**

Talk about who a trusted adult for them is. Know that adults and children have responsibilities to each other as part of a family, and that we should feel loved, cared for and safe in our homes. Share what to do if their needs are not met. Understand the difference between our very private parts of our bodies and how we show respect for them and other people's.

#### **Diversity and Inclusion: Community**

What does it mean to belong?

**Children achieving typically will be able to:**

Talk about some of the different communities they belong to. Share how they feel being part of these groups. Begin to demonstrate respect and kindness towards different groups. Talk about some good things about the internet. Talk about some negative aspects of the internet.

Foundation subject assessment guidance sheets are available for Y1-Y6. These outline the citizenship units that have been covered for each year group and include appropriate concept questions.

These questions support teachers in assessing how well pupils can explain their substantive knowledge in the context the citizenship concepts. The assessment sheet contains an attainment descriptor of what a typical attaining child should be able to achieve by the end of the year. These, along with the knowledge sheets and skills sheets, help teachers to make their judgement.

A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

See the *Responsive Teaching* section and the *Impact* section of the Curriculum booklet for more information.

# Behaviour Curriculum

## Vision

A high-quality behaviour curriculum encourages **exemplary behaviour** and promotes **productive learning**. Children at Malin Bridge are encouraged to make **good choices**, **build positive relationships** and **accept responsibility for their behaviour**. Encouragement, praise and rewards underpin our three school rules and children are taught how to develop as responsible members of society.



## How we teach behaviour

We take a whole school approach to ensuring high standards and expectations of good behaviour permeate through school, we regard behaviour as a subject, teaching the subject content to the children, providing examples, modelling and feedback.

Teachers and support staff ensure their own behaviour is a model to pupils and look to always exemplify expectations. Whole staff training is delivered to teachers and support staff to ensure there is consistency in approach and variations in approach, specific to age and stages of the children, is shared through phase leader handbooks. This sharing of information creates consistency and ensures there is fidelity in the implementation, with monitoring undertaken by school leaders to provide quality assurance.

In addition to our three school rules we have behaviour expectations that apply to both learning and social times, and to peers and school adults, and the children are rewarded for demonstrating these, along with the school rules through Class Dojo, which is set up in every classroom.

## Our Rules


**Listen and join in.**

**Care for everybody  
and everything in  
our school.**

**Try hard.**



## Our Expectations

 <b>Listening</b>	 <b>Contributing</b>	 <b>Persevering</b>	 <b>Helping</b>	 <b>Caring</b>
<p>Following instructions.</p> <p>Looking at the person talking and making eye contact.</p> <p>Sitting in a chair correctly.</p> <p>Sitting on the floor correctly.</p> <p>Not fiddling.</p>	<p>Always ready to try answering a question.</p> <p>Sharing ideas when asked too.</p> <p>Not interrupting others' contributions.</p>	<p>Trying harder if it is difficult.</p> <p>Being pleased to get feedback.</p> <p>Making multiple attempts if needed.</p>	<p>Looking to support others if they are struggling.</p> <p>Helping in the classroom and school when asked.</p>	<p>Treating others kindly and respectfully.</p> <p>Keeping the classroom and school tidy.</p> <p>Looking after the environment and school's resources.</p>

*Behaviour Guidance available upon request.*

## Assessment and Monitoring

Each term, class teachers assess every child's behaviour and attitudes using behaviour descriptors on a four point assessment scale. In order for children to be 'meeting expectations' they must fulfil all of the criteria listed and to be 'exceeding' they must have firstly met all of the criteria on the 'meeting expectations' list.

Our behaviour tracking focuses on each child's, 'engagement in learning', 'relationships with school staff' and 'relationships with other children'. Children who are identified as having behaviour that is less than expected in any category are a focus for class teachers, who will be able to articulate how they are supporting the child to address any issues. Phase Leaders will be aware of these children and will support teachers in deciding if a behaviour and attitudes support plan is required so the child can meet behaviour expectations.

To ensure we have fidelity in our behaviour curriculum, school leaders undertake monitoring of behaviour each half term. Behaviour tracking scores provides quantitative data that can be analysed and this will generate monitoring questions that leaders can investigate for school improvement and inform stakeholders on the quality of education, provision and support. In addition to this, we seek the views of other stakeholders to support effective decision making and develop our understanding. Staff voice is understood through surveys and through communication between staff and school leaders during break and social times. We complete annual parent and carer questionnaires and seek their feedback through end of year school reports. We also complete exit questionnaires with Year 6 parents/carers and pupils.

## Behaviour Tracking at Malin Bridge

Behaviour Score	1	2	3	4
Behaviour descriptor	Causing significant Concern (Rarely follows the school rules)	Less than Expected (Regularly does not follow the school rules the majority of the time)	Meeting Expectations (Following the school rules the majority of the time)	Exceeding Expectations (Following the school rules the all of the time)
Engagement in Learning	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Joins in with learning. Responds positively to challenges. Responds to feedback positively. If distracted can get back on task quickly.	Never distracted from learning. Challenges themselves. Seeks feedback and is relentless in trying to improve.
Relationships with School Staff	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Follows instructions quickly. Displays good manners consistently. Is respectful to all adults.	Always displays impeccable manners. Is trusted by adults to act as a role model to others.
Relationships with Other Children	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Does not intentionally distract other children. Treats other children kindly. Is able to resolve conflict and friendship issues with regular success. Can work well as part of a team.	Is a role model for other children during lessons. Supports other children in solving friendship and conflict issues. Works well in a team and if needed can lead a team well.

Above are the descriptors used for behaviour tracking. This information is shared at Parents' Evening and included in annual reports to parents and carers.

## Inclusion and additional needs

At Malin Bridge we work hard to create a school environment where everyone feels welcome and valued. When supporting pupils' behaviour we look to ensure that every child receives the support that they need, recognising their starting points, barriers, circumstances and conditions.

Some children may not meet behaviour expectations because of additional needs and these children will be known to the SEND team and members of the Core Leadership Team. We focus on the progress these children make and recognise that for children with significant additional needs, the behaviour descriptors may not be attainable in the same way as for others. In this circumstance, our focus is always on providing the support that each individual requires in order to succeed.

*For children with additional needs, the school's expectations ensures that children with additional needs do make progress. By using these as learning targets, the expectations for the children are not being lowered, but may be a focus on how they are achieved, for example, with additional support or scaffolds.*



Please see the Behaviour booklet for more information.



### Behaviour at Malin Bridge

Our behaviour curriculum encourages children to make positive choices through encouragement, praise and rewards.



Children are kind and care for each other and we also show each other respect  
*From Y6*



#### Vision

A high-quality behaviour curriculum encourages exemplary behaviour and promotes productive learning. Children at Malin Bridge are encouraged to make good choices, build positive relationships and accept responsibility for their behaviour. Encouragement, praise and rewards underpin our three school rules and children are taught how to develop as responsible members of society.

#### Our Rules

**Listen and join in.**

**Care for everybody and everything in our school.**

**Try hard.**

#### Intent

A curriculum that promotes positive relationships between staff and pupils, and encourages positive attitudes towards behaviour and learning resulting in a purposeful learning environment.

Encourage pupils to take responsibility for their actions and learn from these experiences.

Support pupils in repairing any mistakes they make with a focus on the relationships affected.

# Appendices

*(available on request)*

Curriculum Booklet

Personal Development Booklet

SEND Booklet

Citizenship Skills Sheets

Knowledge Sheets

Curriculum Overview

British Values Overview





# Malin Bridge Primary School

---

**Chorus** Education Trust