LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE- **PSHCE-Becoming an active citizen**

PHSCE Becoming an Active Citizen	EYFS : Personal, Social & Emotional development / Managing self. Understanding the World- Past & Present		
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 See themselves as a valuable individual. [PSED P32] Name and describe people who are familiar to them. [UTW P64]	• Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. • Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. (UTW P64)	Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. Display images of local members of the community to prompt discussion and develop a sense of belonging	• Have the opportunity to join in with 'Special Box' show and tell sessions. Children bring in a box of 'special' items that they can talk about. • Take part in whole school 'Fab Family' days to develop a sense of belonging, team work, collaboration. • Join a school club. • Be visited by members of the local community; PSCO's, FireFighters and our local Vicar. • Parents join us throughout the year for 'Stay and Plays' and 'Stay and Creates.' • Visit local landmarks and familiar areas like the post box, Selby Abbey, St Wilfred's church and learn about their pasts.

ELG: Managing Self
Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
ELG: Past and Present
Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society;

PSHCE Becoming an active citizen	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPT	← Being an active citizen → 					
 KNOWLEDGE (Semantic)	I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others	I know that people and other living things have needs and recognise my own responsibility to meet those needs I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment	I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I understand the media can be biased	I know 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 in school I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment	I know what democracy is and how a democratic government works I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups both on and offline I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances	I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I understand the mental health benefits of community participation and volunteering I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence

 SKILLS (Procedural knowledge)	I can express a simple opinion, agreement and disagreement I can respectfully ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom	I can take part in discussions/simple debate with others about topical issues I can contribute positively to the life of the class and the school	I can participate in making and changing rules I can empathise with other people and situations through topical issues, problems and local and global events	I can acknowledge that others have different points of view both on and offline I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from my themselves	I have taken part in democratic events in school (eg: voting for school council, mock election) I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can express my views confidently and listen to and show respect for the views of others I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices	I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I can research, discuss and debate topical issues, problems and events I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism
SUBJECT SPECIFIC VOCABULARY	Do you know? I Think I Feel I know I Challenge Agree Disagree Because Fair Belonging Yes/No Rules Fair Democracy Vote Who What Where When How Why	Belonging Family Community Environment Rules Fight to be heard Harms/damages Improve Local Contribute Fairly Democracy Vote Needs Wants Responsibility Pollution Recycling Similarities Differences	Rules Decisions Biased Media Empathise Local National Global Participate Problems Impartial Advice Choices	Law Enforced Online Offline Consequences Choice Stereotyping Homophobia Transphobia Biphobia Racism Aggressive antisocial behaviour British Values Respect Tolerance Equality Individual Minorities Resolve LGBTQ Values Liberty Mutual respect Individual liberty	Justice Equality Poverty Migrate Immigration Democratic/democracy Election Law Criminal justice system Fairtrade Explained choice Asylum seeker Refugee Economic migrant International Migrate Migration	United Nations Rights of a child Dictatorship Communist Mental Health Participation Volunteer Social Justice Moral responsibility Research Discuss Debate Ethnic identities Positive & negative influence Critique Controversial Issues Sensitive Manner Multicultural Nations