



NATIONAL CURRICULUM - Key stages 1 to 4

CITIZENSHIP

Key stage 1

Developing good relationships and respecting the differences between people

Pupils should be taught to identify and respect the differences and similarities between people.

During key stage 1 Pupils learn about themselves as developing individuals and as members of their communities. They begin to take an active part in the life of their school and its neighbourhood.

Key stage 2

Preparing to play an active role as citizens

Pupils should be taught:

- a. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- b. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- a. to think about the lives of people living in other places and times, and people with different values and customs.
- b. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- c. to recognise and challenge stereotypes.

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

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. meet and talk with people [for example, people who work in the school and the neighbourhood, such as religious leaders, community police officers].
- b. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment].

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn about the wider world and the interdependence of communities within it. They learn how to take part more fully in school and community activities.

Key stage 3

Knowledge and understanding about becoming informed citizens

Pupils should be taught about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Developing skills of participation and responsible action

Pupils should be taught to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

During key stage 3 pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

Key stage 4

Knowledge and understanding about becoming informed citizens

1) Students should be taught about:

- a. the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.
- b. the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Developing skills of participation and responsible action

Students should be taught to use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.

During key stage 4 students continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.