**Essential Characteristics of a Citizen**

* Ability to understand that others have different opinions and views.
* A positive attitude towards working effectively with a team or a group as a leader or a contributor.
* Realise unkind/bullying behaviour and know how to deal with it as effectively as possible.
* Ability to act democratically in a decision making process when appropriate.
* Willingness and ability to: try new things, work hard, concentrate, push themselves, imagine, improve, understand others & not give up.

**Breadth of Study: Key Stage 2**

* Be able to talk about their opinions and explain their views on issues that affect themselves and society.
* Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
* Recognise (as they approach puberty) how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
* Understand the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.
* Understand how to look after their money and realise their own future wants and needs and how these can be met by saving and looking after money.
* Understand why and how rules and laws are made, enforced by democracy, and focussing on why different rules are needed in different situations.
* Understand and realise the consequences of anti-social and aggressive behaviours, such as bullying and racism.
* Recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
* Resolve differences by looking at alternatives, making decisions and explaining choices.
* Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
* Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.
* Understand about how the body changes as they approach puberty.
* Know which commonly available substances and drugs are legal and illegal and their risks and effects.
* To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
* Take responsibility for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.
* Participate in the school's decision-making process, relating it to democratic structures and processes such as councils, government and voting.
* Study role models who have achieved success.
* Prepare for change – when transitioning into new year groups and schools.

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Try New Things** | Enjoy new experiences that they choose to be involved with.  Join a club or group.  Talk to new children. | Try new things when encouraged.  Join a club or group and engage with some aspects of it.  Talk to someone new and show interest in their experiences. | Show perseverance when trying something new.  Become fully involved in a club or group.  Talk to others who share similar interests and share ideas. | Persevere when trying something new and take opportunities to improve.  Become fully involved in a club or group by taking opportunities to become a role model or leader.  Meet up with others who share similar interests and talk about these experiences. |
| **Work Hard** | Have fun working with a range of different activities.  Appreciate how more effort often leads to success.  Accept encouragement to work hard. | Enjoy working hard in a range of diverse activities.  Reflect and discuss how effort often leads to success.  Begin to encourage others to work hard. | Work hard in a range of different activities and consider the benefits of hard work.    Understand the benefits of effort and rewards of commitment.  Encourage others by pointing out how their efforts can lead to results. | Understand the importance of working hard in a range of different activities.  Continue to work hard and remain committed, even when more accomplished.  Encourage others by offering constructive criticism to support their growth. |
| **Concentrate** | Have some focus on different activities.  Attempt to tune out distractions.  Show interest in a new area of learning. | Remain focused on different activities for an appropriate period of time.  Tune out some distractions.  Develop areas of interest. | Give full concentration to activities.  With strategies taught, tune out most distractions.  Develop a deep interest in an area of learning. | Give full concentration to activities and join in with discussion and reflections.  Independently, find strategies to tune out distraction.  Develop deep interest in an area and gain expertise in some things. |
| **Push Oneself** | Begin to share with others why some activities feel uncomfortable and what could be done to help.  Show a willingness to overcome fears and doubt, even if it appears too challenging.  Begin to take encouragement and advice from others. | Begin to understand why some activities feel uncomfortable and attempt to push past fears and doubts.  Make an effort to persevere (even after the first attempt) and push themselves when faced with an unenjoyable activity.  Take advice and encouragement from others and thank them for their support. | Make a conscious effort to push past fears and doubts and persevere even when challenged.  Show continual perseverance in areas that are not enjoyable and push themselves to strive to achieve their best.  Listen to others who offer encouragement and advice and thank them for their support. | Find ways to push past doubt, fears, or a drop in motivation even when challenged with different circumstances.  Reflect on how persevering and pushing past fears, doubts or drops in motivation can lead to different outlooks.  Reflect on the effectiveness of the advice and encouragement shown by others, ensuring to show appreciation for their support. |
| **Imagine** | Begin to enjoy having new ideas.  Show some enthusiasm for the ideas of others.  Ask questions in order to develop ideas. | Share new ideas with others.  Show enthusiasm and interest in others ideas.  Ask questions in order to consider which ideas are useful and have value. | Generate many ideas and consider their usefulness.  Show enthusiasm and interest for others ideas and attempt to offer advice on improvements.  Ask questions in order to validate your own understanding, start again or improve understanding. | Generate ideas, consider their usefulness and reflect on any improvements that could be made.  Show enthusiasm and interest for others ideas and offer constructive advice on improvements.  Ask questions in order to validate your own understanding or improve understanding; show a willingness to be wrong. |
| **Understand Others** | Listen to others.  Think of the effect of behaviour on others before acting. | Listen to others and show attention and describe points of views of others.  Reflect on how our behaviour towards others can affect them. | Listen to others and describe and understand their points of view first before trying to be understood.  Attempt to modify behaviour to suit a particular person or environment. | Listen to others, understand and respond to their comment first before trying to be understood.  Modify and adapt our behaviour and attitudes to suit a particular environment in order to make it a success. |
| **Not Give Up** | Find alternative ways if first attempt does not work.  Show the ability to stick at an activity/club or interest. | Find alternative ways if first attempt does not work and have the ability to bounce back after failure.  Show the ability to stick at an activity/club or interest even when it is becoming less enjoyable. | Show determination and perseverance to keep going, despite failures and setbacks.  Stick at an activity/club even in the most difficult circumstances; explore different strategies to help. | Show determination and perseverance to keep going, despite failures and setbacks; reflect upon reasons for failure and find ways to bounce back.  Find strategies and ways to stick at an activity/club even in the most difficult circumstances. |