



WESTFIELD PRIMARY SCHOOL

2025-2026

Citizenship Subject Report

Subject	Citizenship	Date	July 2026
Report prepared by	Claire Lee		
Overview of the year: Sept 2025 – July 2026			
At Westfield, we are committed to creating an inclusive environment where every child feels valued, respected, and supported. We recognise that pupils have different backgrounds, abilities, interests and learning needs and we strive to provide opportunities for all children to participate and achieve success. Teaching and learning activities are planned to meet a range of needs through appropriate support, adaptation and accessible resources. We promote respect, diversity and positive relationships, ensuring that all pupils can develop confidence, reach their potential and feel a sense of belonging within the school community. This academic year, we have continued to embed British Values and Learning Behaviours throughout the school. We have celebrated resilience, self-reflection, risk-taking, relationships and being resourceful in all our pupils, as these learning behaviours have been a focus in class and in our Celebration Assemblies. We have also continued to celebrate children who have exhibited The Westfield Way in their everyday learning. The “Westfield Way” rules, continue to be implemented across the school in all areas of the curriculum and in the playground by staff. They ensure that the children take responsibility for their actions, are kind to one another and are always ready to learn. At the beginning of the school year, staff and children celebrated Diversity through a focus on inspiring people from countries around the world. The children created art, written work and developed their geographical skills for their given country and inspirational people. Year 3 visited Mayford Grange Retirement Village, to continue the intergenerational link throughout the school year. The Year 3 classes took it in turns to visit the village, engaging the residents with art work and playing a variety of games. Anti-bullying week incorporated International Kindness Day with a live, virtual assembly with 52Lives of Kindness, workshops for KS2 and a performance for KS1. In the Autumn term, we once again gave to the Link to Hope Charity Shoebox Appeal, as the 'To give...' aspect of the 5 Ways to Well-being. Pupils donated shoeboxes and money. The money was spent on buying recommended items by the charity, to fill the shoeboxes for disadvantaged families. Vulnerable areas of Europe and particularly the Ukraine, were sent the shoeboxes in time for Christmas. School Council reps enjoyed helping to encourage and organise this within their classes. In the Summer term, Year 6 participated in a judicial workshop and a First Aid workshop.			
Curriculum: Intent, Implementation, Impact			
Intent			
To ensure that pupils at Westfield foster a 'Love of Learning and a Love of Life'. They will grow in confidence each year and develop responsibility for their own learning. This includes understanding how they learn best and what personal characteristics they need to work on to reach their full potential. Pupils will show understanding and support towards their peers and know that their own choices affect others too. Pupils will have a powerful voice within school, which is met with enthusiasm and encouragement from staff to put forward new ideas and opinions. Pupils will help to facilitate action for important issues within school and be key to the decision making process. Pupils will be respectful within the Westfield democracy!			

The government defines "fundamental British values"

- as democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths.

Since 2014, teachers in English schools must promote these British values and their promotion is inspected by Ofsted.

"Learning to learn approaches" (also known as meta-cognition and self-regulation approaches) utilise teaching strategies which aim to support learners to think about how they learn by making the process explicit, and in doing so help them become more effective learners through reflection and the application of learning strategies.

Evaluation has shown that these types of approaches have consistently high levels of impact and can be particularly effective for low achieving and older pupils.

Implementation

British Values:

Democracy -

- Elections of School Council Representatives
- Pupil questionnaires
- Elections of House Captains
- PRIDE tea party winner
- Ongoing class discussions surrounding UK politics in the news, with particular structural changes within the government and with the Monarch- King Charles III.
- Our school behaviour policy involves rewards and choices of rewards
- Through our use of the restorative justice approach, children understand that they have a right to be heard.
- One page profiles

Rule of Law -

- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.
- Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Visits from authorities such as the Police; Fire Service etc. are regular parts of our calendar and help reinforce this message.
- At the beginning of each school year the children take part in creating a class charter which sets out the rules of their classroom, as well as recapping the school and playground 'Westfield Way' rules.

Individual Liberty -

- Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- Provide boundaries for young pupils to make behaviour choices safely
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Learning

for Life lessons.

- Pupils are given the freedom to make choices, for instance recording ideas, extra-curricular clubs, how to spend lunchtime.

Mutual Respect -

- Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect' (PRIDE)
- Pupils have been part of discussions and termly assemblies related to what this means and how it is shown.
- Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Our use of the restorative approaches builds an understanding of the need for respectful behaviour towards all members of our school.
- Emphasis and explanation of the 9 protected characteristics under The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex and sexual orientation.
- Year 3 began their intergenerational link with Mayford Grange Retirement Village.

Tolerance of those of different faiths and beliefs -

- This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.
- Assemblies and discussions involving our school ethos (PRIDE) have been followed and supported in the curriculum.
- Celebrating Diversity week that starts each new academic year, linking to languages spoken by our EAL pupils, different cultures and countries.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.
- Issues of intolerance are dealt with immediately both individually and through whole class discussions

Lessons surrounding a specific British Values idea are taught within Learning for Life, such as social skills and taking an active part in the life of their school and neighbourhood. This is supplemented with practical activities and support from the local community:

- All Year groups- Young carers day
- Road Safety workshops
- All Year groups participate in the Life bus in the Spring term
- Anti-bullying Week Autumn term
- Bikeability
- Feet First Workshop on how to cross the road safely
- Dog safety workshop - being safe around dogs

School Council

- New reps voted for. Green tabards worn by reps at break time for other pupils to approach them with questions or issues they wish to raise.
- Link to Hope charity shoebox appeal - Autumn 2025. Children and parents provided shoeboxes/ money to help fill family shoeboxes to be sent to vulnerable areas of Eastern Europe, particularly Ukraine. This was a combination of essential items and seasonal treats.

- The Westfield Way of Behaviour for All children booklet updated

Learning Behaviours

- Learning behaviours are encouraged and awarded in the following ways:
 - One prominent learning behaviour per half term
 - visible on all planning/notebooks
 - jigsaw pieces in every classroom
 - 5Rs posters displayed and referred to
 - Stickers awarded to children/in books
 - Character plush toy awarded to a class each week during Celebration Assembly

Impact

We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community. This is evident within school. Our most recent Ofsted report states: 'Pupils greet visitors with a warm welcome at Westfield Primary. There is a buzz around the school and pupils are keen to talk about their learning. Pupils are kind, and bullying is not accepted. Expert staff provide high-quality support for pupils to help them feel good about themselves and be ready to learn. Pupils appreciate opportunities to be prefects, house captains, school councillors and anti-bullying ambassadors. Many parents appreciate the focus on pupils' well-being. Pupils are grateful for roles such as 'well-being ambassador'. They learn about democracy when electing school councillors, head boy and head girl. Displays in corridors demonstrate the rich diversity in the school. This emphasises the good behaviour choices of pupils and treating everybody as equal.

Next steps:

Children In Need Charity to support Autumn 2026;

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
1. Resilience to take charge of own learning styles and to foster own determination to do well 2. Resourcefulness learning in alternative environments 3. Mutual respect and understanding that people face different challenges and the importance of support and kindness 4. Democracy - changes in Government leadership and monarchy, but pupils will always have a voice at Westfield 5. Supporting those less fortunate than ourselves is paramount 6.	1. Pupil voice on how safe the children feel in school 2. How can School Council take a more active role in school ? 3. How can we help our school environment?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
• Not assessed, but pupils are increasingly able to recognise and	No fund.

discuss elements surrounding British Values and Learning Behaviours in school.																						
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?																					
See implementation.	See implementation.																					
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?																					
Continue to make clear to the children through the School Council ,safeguarding messages - especially those areas new to the RSHE statutory curriculum for September 2026..	No subject bid.																					
Subject Web: Why do we teach what we teach? Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral. This provides opportunities for individuals to promote the spiritual, moral, cultural and mental well-being and development of our pupils, appropriate to their individual needs. Citizenship focuses in lessons also prepare pupils for the opportunities, responsibilities and experiences of adult life. 6 key skills: 1. Respect and relationships 2. Tolerance and understanding 3. Resilience 4. Communication 5. Reflection and analysis 6. Behaviour and social skills How do you ensure every skill is taught within your subject? Citizenship is a non-statutory subject in primary schools, embedded across a whole curriculum. This means there is no formal assessment or formative marking and the skills cannot be easily measured. Instead, these key elements can be observed daily throughout the school across many subjects and activities. Quality Assurance (recorded in Subject Leader files and using SeeSaw.) provides evidence through book looks, photographs and planning, that children are exposed to key skills. Topics taught across each year group (Learning for Life): <table><tr><td></td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr><tr><td>Learning Behaviour</td><td>Resilient Ronald</td><td>Reflective Reindeer</td><td>Relationship Riley</td><td>Resourceful Ruby</td><td>Risk-taking Robbie</td><td>Resilient Ronald</td></tr><tr><td>R</td><td>Me and My relationships</td><td>Keeping myself safe</td><td>Being my best</td><td>Valuing Differences</td><td>Rights and responsibilities</td><td>Growing and Changing</td></tr></table>			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Learning Behaviour	Resilient Ronald	Reflective Reindeer	Relationship Riley	Resourceful Ruby	Risk-taking Robbie	Resilient Ronald	R	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
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6	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

British Values is promoted across all year groups in school, in a way that best fits the specific age and learning environment.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 3 key components of a good learner in your subject?

1. Motivation for change
2. Interest and understanding in different communities
3. Confidence to challenge opposing opinions and ideas

What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?	Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?
Learning behaviour stickers used as rewards by teachers during the Fast Feedback process, to celebrate these personal strengths. In Weekly Celebration Assemblies, the Learning Behaviour for that half term is celebrated by teachers nominating children who have shown those particular characteristics. Also, within this assembly, children who have shown and modelled The Westfield Way, are celebrated. Children are able to talk about the Learning Behaviours.	Citizenship is not an SDP priority Subject Folder holds any information pertaining to QAs, etc, research activities.