



WESTFIELD PRIMARY SCHOOL

2021-2022

Citizenship Subject Report

Subject	Citizenship	Date	July 2022
Report prepared by	Sammy Reddock		
Overview of the year: Sept 2021 - July 2022			
<p>The main aim this academic year, as Covid restrictions were not in place anymore, was to continue to embed British Values and Learning Behaviours throughout the school with a huge focus on cross-curricular links.</p> <p>At Westfield, it is always possible to celebrate the resilience, confidence and self-reflection of all our pupils. Particular events to note are: the big launch of our new 'Westfield Way' rules, fully implemented across the whole school.</p> <p>At Westfield, we participated in UK Parliament Week in November 2021, which promoted the fundamental element of British Values: Democracy. This week included debates, campaigns, voting and government decisions, taking place across all year groups. Additionally, Year 5 were able to go on their visit to Parliament for the first time since pre-pandemic, and were fortunate enough to watch in on live government debates on current issues for the UK.</p> <p>Also, in Autumn term of 2021, 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 essential items and money to fill shoeboxes, which are sent to disadvantaged families across vulnerable areas of Europe, particularly Ukraine and Moldova. School Council reps enjoyed helping to encourage and organise this within their classes. The class with the highest donations won themselves a campfire afternoon in the wild garden, toasting marshmallows and singing songs!</p>			
Curriculum: Intent, Implementation, Impact			
Intent			
<p>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!</p> <p>The government defines "fundamental British values"</p> <ul style="list-style-type: none"> • as democracy • the rule of law • individual liberty • mutual respect • tolerance of those with different faiths. <p>Since 2014, teachers in English schools must promote these British values and their promotion is inspected by Ofsted.</p> <p>"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.</p>			

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 -

- School Council
- Pupil questionnaires
- Elections of House Captains
- PRIDE tea party winner
- Parliament week November 2021 - participated across the school, with a focus on: debate, voting, campaigns, and presenting a healthy argument
- Yr 5 annual trip to the Houses of Parliament during the Spring term 2022
- Virtual 'visit' from Lord Hayward - organised by the government
- Ongoing class discussions surrounding UK politics in the news, with particular structural changes within the government recently.
- 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
- 'Debate Club' run weekly, exploring a range of topics and issues

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 build 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.
- The Queen's Platinum Jubilee celebrations in school - demonstrating respect and understanding of our monarchy, she makes the final decisions for this country.

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 5 been followed and supported in the curriculum.
- Celebrating Diversity week that starts each new academic year, linking to languages spoken by our EAL pupils.
- 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:

- Yr 6 'Junior Citizen' trip held at Woking Football Stadium, organised by Surrey, range of activities involved e.g. local fire service.
- Yr 2 and 6 - fire service came to school to do outreach with us
- Yr 5 - organised and managed a whole school cake sale, to fundraise in support of the Ukraine crisis
- Yr 6 - completed a 'Fiver Challenge' in Summer term, which helped them to develop their entrepreneurial skills, planning a business, allocating funds and managing a budget.

School Council

- New reps voted for and badges given. Green tabards worn by reps at break time for other pupils to approach them with questions or issues they wish to raise.
- School council held poster competition for anti-bullying week/Odd Socks Day (One Kind Word) in November 2021, in line with our Anti-bullying champion.
- Link to Hope charity shoebox appeal - Autumn 2021. Children and parents provided items or money to help fill family shoeboxes to be sent to vulnerable areas of Eastern Europe, particularly Moldova and Ukraine. This was a combination of essential items and seasonal treats. We filled over 40 shoeboxes.
- Organisation and launch of the brand new 'Westfield Way' rules, to replace the previous 'Golden Rules'. Whole school survey results were discussed and analysed by the reps, to create simple, easy to remember rules: Be Respectful, Be Safe, Be Ready, Be Kind. Pupils across all year groups showed a clear understanding of the Rule of Law and the need for boundaries.

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
 - 'Marvellous Me' learning behaviour badges!
 - 5Rs dojo points
 - 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: 'The school's caring and welcoming atmosphere is clear and when I talked to parents they confirmed that new pupils, especially from overseas, settle quickly and learn well. This ethos permeates all aspects of school life and underpins pupils' effective personal, social and emotional development.' This emphasises the good behaviour choices of pupils and treating everybody as equal.

Next steps:

Next year, we will look at more opportunities to promote British Values. This will be particularly relevant as the UK responds to the current crisis in Ukraine and begins to welcome more refugees into Surrey. As a school, it is important that both adults and pupils are able to show understanding and respect towards people from different cultures and with different life experiences.

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ol style="list-style-type: none"> 1. Resilience to take charge of own learning styles 2. Resourcefulness learning in alternative environments 3. Mutual respect and understanding that people face different challenges in these difficult times and the importance of support and kindness 4. Democracy - many tough rules to follow this year set out by the government, but pupils will always have a voice at Westfield 5. Supporting those less fortunate than ourselves is paramount 	<ol style="list-style-type: none"> 1. How can we ensure consistency of learning behaviours and make it more pupil-led? 2. How can we explore UK democracy and politics more in an age-appropriate way across KS1? 3. How can we raise the profile of British values across the school?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
<ul style="list-style-type: none"> • Not assessed, but pupils are increasingly able to recognise and discuss elements surrounding British 	<p>No fund.</p> <p>School council projects - school fund.</p>

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?
<ul style="list-style-type: none"> • See implementation. 	<ul style="list-style-type: none"> • 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?
Increase the frequency of important safeguarding messages explored in School Council meetings.	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, going forward) provides evidence through book looks, photographs and planning, that children are exposed to key skills.

Topics taught across each year group (Learning for Life):

	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
1	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing

2	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
3	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
4	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
5	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
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

<p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p>	<p>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?</p>
<p>Learning behaviour stickers used as rewards by teachers during the Fast Feedback process, to celebrate these personal strengths.</p>	<p>Citizenship is not an SDP priority</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points etc, research activities.</p> <p>Through staff meetings, as a staff we discussed importance in starting from a lower than usual point to support the anxiety and emotional well-being of pupils so that they were not overwhelmed with learning they had missed due to Covid-19, and its impacts. We are continuously looking for further ways to support resilience within uncertain times.</p>

