



WESTFIELD PRIMARY SCHOOL

2022-2023

Citizenship Subject Report

Subject	Citizenship	Date	September 2023
Report prepared by	Claire Lee		
Overview of the year: Sept 2022 - July 2023			
<p>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.</p> <p>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. To support the "Westfield Way", the School Council worked on producing a booklet on what positive behaviour looks like at Westfield, for children. School Council Reps. were responsible for working with their classes to get pupil voice on what their class felt were positive and negative behaviours at Westfield. These were fed back at the School Council meeting for the children to discuss and then to determine the structure of the booklet.</p> <p>At Westfield, we participated in UK Parliament Week in November 2022, which promoted the fundamental element of British Values: Democracy. This week included showing children a virtual tour of Parliament, debates, campaigns, voting and discussing how government makes its decisions, taking place across all year groups. Additionally, Year 5 were able to go on their visit to Parliament. One group were fortunate enough to watch in on a live government debate on current issues for the UK and another were lucky to see the Prime Minister debating.</p> <p>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. Year six took responsibility for decorating the shoeboxes with Christmas paper. The class with the highest donations won themselves a treat of their choice.</p> <p>Also, in the Autumn term, the Year 5 children took on the responsibility of Peer Mediators in the playground at lunchtime. They were mentored in how to deal with small playtime issues between children and how to support them in finding a positive resolution.</p> <p>In the Spring term, the school began to implement the Nurture Principles. Through allocated Circle time, children look at their feelings, behaviour, changes in their lives, safety and empathy. Along with our Pride ethos, the 5Rs, Learning Behaviours and the Nurture Principles, Westfield children are able to develop themselves as good citizens.</p> <p>In the Summer Term, School Council helped to raise money for the school by manning their own stall. School Council looked after equipment in the playground and children in the Year 6 Eco Club, worked with a member of staff to collect rubbish on the school grounds.</p>			

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
- Parliament week November 2022 - 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 Autumn term 2022
- Ongoing class discussions surrounding UK politics in the news, with particular structural changes within the government recently and with a new 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.
- September showed Westfield come together in mutual respect for Queen Elizabeth II, as we mourned her passing.
- The King's Coronation celebrations in school - demonstrating respect and understanding of our monarchy, as he will now make 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 neighbour-hood. This is supplemented with practical activities and support from the local community:

- Year 5 fire safety visitors
- All Year groups- Young carers day
- Both Key Stages- Road Safety assemblies
- Wheelchair basketball assembly for all / workshops for Years 5 and 6
- All Year groups participate in the Life bus in the Summer term
- Anti-bullying Week Autumn term
- Parliament Week Autumn Term

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.
- Link to Hope charity shoebox appeal - Autumn 2022. 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. We filled 20 shoeboxes.
- Organisation and launch of the brand new 'Westfield School's Positive Behaviour Booklet for Children'. Whole school thoughts and ideas were discussed and analysed by the reps, to create a simple booklet based on the "Westfield Way" rules: Be Respectful, Be Safe, Be Ready, Be Kind..

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: '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:

To look at more opportunities to promote British Values and the Nurture Principles. It is important that children can empathise with others, recognise that we all learn in different ways, know how to cope with change and that our behavior can show how we are feeling

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 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 	<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 and Nurture Principles 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 Values and Learning Behaviours in school. 	<p>No fund.</p> <p>School council projects - school fund.</p>
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?
<p>Increase the frequency of important safeguarding messages explored in School Council meetings.</p>	<p>No subject bid.</p>
<p>Subject Web: Why do we teach what we teach?</p> <p>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.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 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

What does Fast Feedback look like in your subject?

Is your subject an SDP priority?

Has there been school training and / or development related to your subject / specific SDP

<p>How do you know this has been effective for children's progress?</p>	<p>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. 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.</p>	<p>Citizenship is not an SDP priority</p> <p>Subject Folder holds any information pertaining to QAs, etc, research activities.</p>