

Our Lady of the Wayside's British Values & Citizenship Curriculum

Me and My World

General information	
Curriculum Champion	Mr Ben Taylor
Link Governor	TBC
SLT Oversight	Mr Ben Taylor

Our aspirations and aims for Citizenship and British Values at Our Lady of the Wayside Catholic School **Our curriculum intent**

As Catholic Primary educators, we are passionate about citizenship and what it means to live in modern Britain.

Our curriculum aims to provide Our Lady of the Wayside pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. In secondary education this is referred to as citizenship and there is a statutory requirement for citizenship to be taught as part of a secondary school curriculum. While the teaching of citizenship is not a requirement within primary education, we believe our children have the right to learn more about their world and their role within it. The knowledge and understanding pupils gain within this curriculum will enable them to become informed, responsible and active citizens. They learn about the wider world and the interdependence of communities within it. They will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will use this knowledge to think critically about complex issues, evaluate sources, weigh evidence, problem solve, take part in debates, advocate their viewpoint, sustain arguments and take forward democratic action on issues and matters of concern. This curriculum is closely linked to our other curriculums.

When teaching this curriculum teachers will make use of topical and current events. Events will be discussed in a safe and secure learning environment and in an age appropriate manner. Teachers will be mindful of any sensitive issues raised and will inform parents where required. If political issues are explored, teaching will include a range of viewpoints and care will be taken to avoid bias and maintain impartiality. In addition to learning the knowledge required, another important aspect of this curriculum is learning the skills to explore, discuss and critically evaluate. Children will have opportunities to discuss and debate from different viewpoints, weigh evidence and form and justify a position.

When learning about British Values and citizenship, we also believe that our children must explore and learn about the social, moral and cultural issues that affect human behaviour. To achieve this, we have threaded the 7 principles of Catholic Social Teaching through our curriculum:

1. Life and dignity of the Human Person
2. Call to family, Community and Participation
3. Rights and Responsibilities
4. Option for the poor and vulnerable
5. The Dignity of Work and the Rights of Workers:
6. Solidarity
7. Care for God's Creation

Curriculum Core Knowledge

- Pupils understand the concept of identity and community.
- Pupils have a knowledge, an awareness and an understanding of democracy and government.
- Pupils have the knowledge and skills to explore events and issues critically, to weigh evidence, debate and make reasoned arguments.
- Pupils have a knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Pupils learn about the role of the media, including social media, on democracy.
- Pupils learn about the role of charities and volunteering.
- Pupils have the knowledge and understanding of how to manage money and to how to plan for their future financial needs

Curriculum Skill Development

Knowledge will be taught in a manner which promotes pupils to be:

- Active: emphasises learning by doing.
- Interactive: uses discussion and debate.
- Relevant: focuses on real-life issues facing young people and society.
- Critical: encourages young people to think for themselves.
- Collaborative: employs group work and co-operative learning.
- Participative: gives pupils a say in their own learning needs.

Curriculum Structure – Four Strands

This curriculum is organised into four key strands. This is a spiral curriculum with each strand revisited and developed on a yearly basis. This Golden Thread is a short thread with four allocated weeks of teaching time.

Strand 1 Identities and communities

- What is identity and belonging to a community.
- The ways in which citizens work together to improve their communities, including opportunities to participate in school and parish based activities
- The roles played by public institutions and voluntary groups in society in creating a sense of community.

Strand 2 Rights, justice and the law

- The nature of rules and laws and the justice system, including the role of the police and the operation of courts.
- The rights enjoyed by the citizens of the United Kingdom.
- Rights and justice from an international perspective, including the role of the United Nations.
- The role of the media, including social media and how this can affect individuals and communities.

Strand 3 Politics, parliament and government

- The concept of democracy, including direct democracy and representative democracy. Contrasting this to dictatorship.
- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, local government, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties.

Strand 4 Finance and the economy

- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Strand 1 Identities and communities

- What is identity and belonging to a community.
- What are stereotypes and stereotyping.
- The ways in which citizens work together to improve their communities, including opportunities to participate in school and parish based activities
- The roles played by public institutions and voluntary groups in society in creating a sense of community.
- Impact on communities when people do not have a sense of belonging.

Year 3	Year 4	Year 5	Year 6
Who am I, differences - God made us all unique, physical difference and emotional differences Who am I, similarities as humans	What is identity and perceived identity. What is a stereotype and stereotyping and factors that influence stereotyping. How perceived identity can affect self-esteem and emotional wellbeing.	Living together, belonging to a community and belonging to different communities Responsibilities of belonging to a community. What is a charity and charitable giving. Work of charities in supporting communities, UK and overseas – examples of the work charities undertake.	Different perceived identity within a community creating a feeling of not belonging or possibly resentment. Impact on communities when they feel they don't belong or are being suppressed. Creating and promoting community and a shared identity.

Year 3

- Pupils will learn about the physical and emotional features which are common characteristics of being a human. For example, the organs of the human body, feelings of sadness, remorse, compassion etc. (link to Science curriculum)
- Pupils will consider how humans are different from other animals. (link to Science curriculum)
- While pupils will know that all humans have common characteristics, they will know that no two humans are exactly the same. Pupils will consider different physical features e.g. *finger prints, height, hair and eye colours, size of feet, teeth pattern etc.* Pupils will consider different emotional characteristics e.g. *differences in likes and dislikes, happy and annoyed etc.*
- Pupils will relate this knowledge to our Christian faith that we have all been made unique and in the image of God.
- Pupils will be encouraged to celebrate humans differences.

Year 4

- Pupils will consider what identity* is and will understand that there are many factors which can influence their identity and the perceived identity of others. For example, *religion, cultural and family history, location/region, language etc.*
- Pupils will consider how their, and others, perceived identity can affect confidence/self-esteem and social and emotional well-being; for example, the impact of criticism on identity and self-esteem.

- Pupils will consider their perceived identity of different groups people e.g *images of people from different continents, identity connected to monetary wealth and poverty, identity connected to jobs/careers.*
- Pupils will consider what factors influence perceived identity of groups of people (e.g. *media, education, charities etc.*) and how this can create stereotypes and stereotyping (pupils will know what a stereotype is).

** identity is how you define who you are; it is also how others define you (and these definitions are often not the same).*

Year 5

- Pupils will learn what a community is and will consider what communities they belong to; *for example, a school community, a family community, a parish community, a sport community, a scout community etc.*
- Pupils will learn that belonging to a community brings responsibilities. Pupils will consider the responsibilities of the communities they belong to.
- Pupils will learn what a charity and the role of volunteers within a charity.
- Pupils will learn about the work of charities within the UK and overseas, as examples *e.g. Father Hudson's Care and CAFOD.*
- Pupils will consider how volunteering to support a charity is responding to God's call to love one another. Pupils will consider how they can volunteer.
- Pupils will learn that charitable giving can be undertaken each day through their words and actions and the importance of prayer. This is linked to almsgiving during the liturgical season of Lent.

Year 6

- Pupils will revisit learning from Year 4 on perceived identity and belonging to a community.
- Pupils will learn about the difference between community and society.
- Pupils will consider the impact on communities where people feel they do not belong to a community or where there is perceived to be different communities within a community. Pupils will consider this in relation to the UK and the possibility of an independent Scotland.
- Pupils will learn how different perceived identities within communities can lead to conflict and social unrest. Pupils will consider this in relation to Northern Ireland and how communities were brought together by the Good Friday Peace Agreement.
- Pupils will consider how to develop and encourage a sense of shared identity and community. Pupils will consider this in terms of national UK identity, for example; role of national teams in sporting events, role of the royal family, public services such as the NHS. Pupils will also consider this in terms of local Solihull identity, for example; Shirley carnival, remembrance day parade, local competitions etc.
- Pupils will know that people have attempted in history to exploit different perceived identity to cause mistrust and on occasions hatred. Pupils will consider this in relation to the holocaust of World War 2 (link to History curriculum).

Strand 2 Rights, justice and the law

- The nature of rules and laws and the justice system, including the role of the police and the operation of courts.
- The rights enjoyed by the citizens of the United Kingdom.
- Rights and justice from an international perspective, including the role of the United Nations.
- The role of the media, including social media and how this can affect individuals and communities.

Year 3	Year 4	Year 5	Year 6
Forgiveness and reconciliation What is a rule and what is a law Why have laws Maintaining the law, police service, including history of the police	Enforcing the law - Judicial system in the UK, including the role of the jury Magistrate and Judge Different laws in different societies today – laws reflect society and culture e.g alcohol in UAE, guns in America	What are rights and what rights to do we enjoy as UK citizens How laws are formed to protect our rights How rights have changed over time e.g. <i>Magna Carta, women’s right to vote and the suffragettes</i> Around the world – inequality in rights, different rights according to race, religion etc. e.g. <i>apartheid</i>	How are laws formed and changed, role of Parliament and MPs. Public pressure and campaigns to change laws. International laws and the United Nations International treaties and agreements e.g Paris Agreement UN Rights of the Child Traditional’ media and social media, including fake news The impact of media on rights, justice and laws, including social media – good and bad.

Year 3

- Pupils will learn about the terms forgiveness and reconciliation (link to RE curriculum and Sacrament of Reconciliation).
- Pupils will learn about rules and what rules they have to follow; for example, rules they may have to follow at home, rules they have to follow in school.
- Pupils will know that laws are types of rules created by governments.
- Pupils will learn about different types of laws and their purposes; for example, to keep people safe, to protect property etc.
- Pupils will know that when someone breaks a law that this is known as a crime.
- Pupils will consider what society would be like if there were no rules or laws.
- Pupils will know that the role of the police is to maintain the laws and that the police do not create laws.
- Pupils will learn about Robert Peel and his influence in creating today’s police service (Robert Peel lived in Hampton in Arden in Solihull).
- Pupils will know that the UK is divided into police regions which have their own police force. They will know that Solihull is part of the West Midlands police force.

- Pupils will learn about the work of the police today in preventing and detecting crime. They will learn about some of their work in detecting crime e.g. finger prints.
- Pupils will know how to contact the police in an emergency and non-emergency.

Year 4

- Pupils will know that is a court (judicial system) whom decides if someone has broken the law (committed a crime) and not the police (the police's role is to present the evidence to the court).
- Pupils will learn that where someone has potentially committed a serious crime then this will be considered in a crown court with a jury.
- Pupils will learn about the role of a jury and it is the jury who decides if a person is guilty or not guilty of a crime.
- Pupils will learn that less serious crimes are considered in a magistrate court where there is no jury present.
- Pupils will know that if you are found guilty the magistrate, or judge, is likely to impose a punishment, this is referred to as the sentence.
- Pupils will know that there are difference sentences dependent on the crime; for example, *paying a fine, doing voluntary work, going to prison.*
- Pupils will learn that people have the right to appeal if they believe they have been treated unfairly; for example, *they believe they were not guilty of the crime or disagree with the sentence.*
- Pupils will learn that sometimes people go to court, not because a crime has been committed, but because there is a disagreement with someone else. These are known as civil cases (non-criminal).
- Pupils will know that laws are different in different countries and what may be allowed (legal) in one country may not be allowed (illegal) in another country; for example the laws around gun ownership are different in the UK compared to the USA.

Year 5

- Pupils will learn about human rights and what rights we enjoy as UK citizens.
- Pupils will consider how laws were/are created to protect our human rights (link to Year 3).
- Pupils will learn about the Magna Carta and its role in establishing human rights in the UK.
- Pupils will learn that human rights have changed over time and continue to change today; for example, recent changes to how our personal information/data is shared online.
- Pupils will learn that groups of people have/are not always being treated fairly/justly and are sometimes discriminated against (Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics).
- Pupils will learn about historical examples of people being treated differently because of certain characteristics - gender, race or religion. Examples will include:
 1. Gender - the history of women's right to vote in the UK including the role of the suffragettes.
 2. Religion – Elizabeth 1 illegal to be a Catholic and the persecution of Catholics (Harvington Hall and priest hiding holes)

Year 6

- Pupils will learn about the United Nations and their role in creating and maintaining international laws based on human rights.
- Pupils will consider how public pressure and campaigns can influence governments and lead to changes in the law; for example, *global campaigns around climate change and the UK government's decision new cars from 2030*.
- Pupils will learn about international treaties and agreements and how these are different to international laws *e.g. Paris Agreement and Donald Trump's decision to withdraw*.
- Pupils will consider the rights of people to protest in order to change a law or to introduce a new law.
- Pupils will consider the impact of media, including social media, on laws and changing laws. Pupils will learn how media can be used to encourage people to follow the law; for example, *media campaigns not to drink alcohol when driving*.
- Pupils will learn how 'fake news' can be used to influence people and to change people's behaviour

Strand 3 Politics, parliament and government

- The concept of democracy, including direct democracy and representative democracy. Contrasting this to dictatorship.
- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, local government, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties.

Year 3	Year 4	Year 5	Year 6
	What is democracy Direct democracy Dictatorship Monarchy prior to democracy Constitutional monarchy	Representative democracy (local) Local Council, role of Local elections Councillors Mayor Regional mayors	Representative democracy (national) Parliament Devolved democracy within the UK House of Commons House of Lords UK Political parties and manifesto National elections and voting system

Year 4

- Pupils will learn what a government is and how a government is responsible for deciding how a country is run and for managing things, day to day.
- Pupils will know that there are different types/forms of governments around the world.
- Pupils know that the word **democracy** describes a particular form of government. They will learn that word comes from two Greek words that mean “rule by the people.”
- Pupils will learn that in a **democracy** the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote
- Pupils will learn that a democracy government is very different from a dictatorship government.
- Pupils will learn the difference between direct democracy (where people take decisions themselves such as a show of hands in a meeting) and representative democracy (where people elect someone to make decisions on their behalf).
- Pupils will know that while the UK’s government is now based on democracy historically the UK government was based on direct monarchy.
- Pupils will learn about Henry VIII’s creation of a new church (Church of England) as an example of the power/authority of a monarch. (History curriculum link).
- Pupils will learn that today in the UK we have a constitutional monarchy (where there is a democratic government that limits the control of the monarch (King or Queen).

Year 5

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- Pupils will learn about representative democracy at a local level; the role of their local council (Solihull Metropolitan Borough Council, SMBC)
- Pupils will learn about voting, elections and elected representatives in the context on their locality.
- Pupils will know that there are rules about who can vote and people have to register and be on an electoral role.
- Pupils will know that local councillors are elected by the people to represent their views on local councils.
- Pupils will learn that local areas are divided into areas known as wards and councillors are elected to represent a ward.
- Pupils will know they can contact their local councillor to discuss and raise an issue.
- Pupils will know that councillors take part in special debates to discuss and vote on local decisions. Pupils will learn that these meetings take place in a special room normally called a council chamber.
- Pupils will learn about the type of work undertaken by a local council and the decision local councillors have to take (pupils will have the opportunity to discuss the work of a council by meeting their local councillor).
- Pupils will learn that councils often have a mayor and that the majority of these perform civic duties.
- Pupils will learn that some regions within the UK now have elected metro mayors and the West Midlands region now has an elected metro mayor.
- Pupils will learn about the role of elected metro mayors and will learn about the concept of devolved democracy (this will be a focus in Year 6).

Year 6

- Pupils will learn about representative democracy at a national level.
- Pupils will know that there is a national government elected by the people, these are called general elections and these take place every 5 years (can take place earlier with agreement of parliament).
- Pupils will know what the term politics mean and will learn about the main political parties of the UK.
- Pupils will learn that political parties create a manifesto during an election and this outline the proposed policies of that political party.
- Pupils will know that the UK is divided into constituencies and each constituency is represented by a Member of Parliament (MP).
- Pupils will know the name of their MP.
- Pupils will learn that following a general election the political party with the largest number of MPs are invited by the Queen/King to form a government.
- Pupils will learn that the leader of the political party which forms a government is known as the prime minister. Pupils will know the name of their prime minister.
- Pupils will learn that MPs (or Members of the House of Lords) are sometimes given special roles and work to undertake by the prime minister – they may be referred to as a Secretary of State or a Government Minister.
- Pupils will learn that the person appointed by the prime minister to look after the UK's finance/money is known as the Chancellor and the Chancellor decide on taxes and how much money the government can spend.
- Pupils will learn about Parliament, they will know that there are two Houses, the House of Commons and the House of Lords.
- Pupils will know that the House of Commons contains elected representatives (MPs) and the House of Lords non-elected members.
- Pupils will learn about the role of Parliament in holding a government to account.
- Pupils will learn (briefly covered in Year 5) that certain powers/responsibilities have been given to the regions of the UK (Wales, Scotland and Northern Ireland). Pupils will know that this is known as devolution and these powers are known as devolved powers.

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- Pupils will know that Wales, Scotland and Northern Ireland have their own devolved parliaments with elected representative members. The decisions made in these relate only to that region.
- Pupils will consider the advantages and disadvantages of devolution and the impact on national UK identity

Strand 4 Finance and the economy

The functions and uses of money, the importance and practice of budgeting, and managing risk.

Year 3	Year 4	Year 5	Year 6
What is money and monetary value Why we need money Money requires choices and making decisions Different forms of money – physical and digital Currency and foreign money Earning money; a salary, including employer and employee	Role of banks/building societies Borrowing money and debts. Charges for borrowing money - interest rates Saving money and saving accounts	Tax and taxation Purpose of tax Retirement and Pension	Credit and debit spending– difference Direct debits and standing orders Credit scoring Borrowing money, loans and mortgages and interest rates (APR) Secured borrowing and unsecured Leasing, renting and owning Buying now and paying later

Year 3

- Pupils will learn that all goods and services has a certain value (monetary value) and money often has to be earned.
- Pupils will learn what a salary is and learn about the terms employer and employee.
- Pupils will understand that money is exchanged (spent) for the purchase of goods or services; for example; *to buy goods from shops or online, to pay for entertainment, travel to reach a destination etc.*
- Pupils will learn that having money involves choices; to spend the money or to keep the money - pupils will know that this is referred to as saving money and is referred to a saving and savings.
- Pupils will learn that sometimes you have to save money in order to buy goods or services you need or desire. (Link to Maths curriculum).
- Pupils will know that money is often referred to as currency (there are differences but children do not need to know the differences at this age).
- Pupils will know that money can be both physical (including notes and coins which is often referred to as currency) and electronic/digital.
- Pupils will know about the different dominations of £/pounds and pence (link to Maths curriculum).
- Pupils will learn about the history of currency (brief summary), the Royal Mint and will learn about the designs of £ bank notes and coins.
- Pupils will learn that different countries have different currencies. Pupils should be able to name some of the different currencies of the world e.g. EU = Euro, USA = US Dollar, China = Yuan, India = Rupee.
- Pupils will learn about currency exchange rates and how this can change over time (link to Maths curriculum). Pupils will relate this to going on a foreign holiday.

Year 4

- Pupils will know that the main function of banks and building societies* is to lend money to customers and to allow customers to save money.
- Pupils will know that some banks have buildings in towns and cities referred to as branches.
- Pupils will learn that some banks do not have branches and customers bank online e.g. First Direct, Zopa etc.

- Pupils will know some of the names of the different banks found in the UK; for example, Halifax, Lloyds, Barclays, Santander, HSBC etc.
- Pupils will learn about the role of banks in **lending** money to customers and customers **borrowing** money, pupils will understand that this money has to be repaid to the bank.
- Pupils will learn that when you borrow money from a bank this is sometimes referred to as a loan.
- Pupils will know that when they owe money to someone else (e.g. a bank) that this is referred to as a debt.
- Pupils will learn that banks charge people money to borrow money and this is known as interest.
- Pupils will know that the amount of interest charged by a bank is called the interest rate and this is measured as a percentage. (APR taught in Year 6)
- Pupils will know that the higher the interest rate the greater the amount of money they would have to repay to the bank. (Link to Maths curriculum).
- Pupils will learn that to manage money on a daily basis you need to have a bank account.
- Pupils will learn that banks also support people to save their money and banks offer special accounts called savings accounts.
- Pupils will know that banks often give people money to save their money with them– link to interest rates.

**pupils need to be aware that some banks are referred to as building societies, pupils do not need to know the differences between them.*

Year 5

- Pupils will know what the term tax means (where a government gets money by demanding a certain amount from its citizens) and that paying tax is compulsory (required in law).
- Pupils will learn that there are many different types of taxes such as income taxes, property taxes, sales taxes etc.
- Pupils will learn governments collect taxes for different purposes. The most important purpose is to get money to pay for government services. These services include protection by an army or police, road building, health care and education.
- Pupils will learn that governments sometimes use taxes to change people's behaviour. For example, they may put high taxes on tobacco to get people to stop smoking or tax of sugary products to improve health.
- Pupils will learn that some people have to pay tax on income earned – this is known as income tax.
- Pupils will learn that the amount of income tax you pay is dependent on how much you earn – the more you earn the more income tax you have to pay.
- Pupils will know that taxes are decided by individual governments and taxes varies around the world.
- Pupils will know that in the UK homeowners (including people who rent) using pay a tax to their local council, this is known as council tax. Pupils will learn that council tax is used to pay for local services; for example, rubbish collection, local parks, street cleaning, social care etc.
- Pupils will learn that many companies/businesses try to keep paying taxes to a minimum to increase their profits.
- Pupils will consider the advantages and disadvantages to communities of people and business paying taxes.
- Pupils will learn that not paying the tax owed is against the law.
- Pupils will learn what a pension is and what pensionable age.
- Pupils will learn that pensions are paid by a government from money raised by taxation.
- Pupils will consider the value of national/state pension in the UK and how many people supplement the national pension with an additional private pension.
- Pupils will learn that the earlier someone's starts a private pension the greater the pension is at pensionable age.

Year 6

- Pupils will learn that an increasing amount of spending within the UK is now undertaken electronically/digitally via a bank card or an app.
- Pupils will know that there are different types of bank cards normally classified as debit cards or credit cards and their differences.
- Pupils will learn about debit cards and how these are linked to a bank account.
- Pupils will know what balance is, the purpose of a personal identification number (PIN) and contactless.
- Pupils will know that spending more money than that held within an bank account is referred to as being overdrawn.
- Pupils will learn that there are often bank charges and interest to pay when a bank account is overdrawn.
- Pupils will learn about direct debits and standing orders and how these are often used to pay for services and goods, for examples utility, TV subscriptions etc.
- Pupils will know that people often borrow money from banks to purchase expensive items; for example, a car, home improvements. Pupils will know that this is called a loan (language of loans introduced in Year 4).
- Pupils will learn that sometimes people don't buy expensive items but rent/lease items, including the home in which they live.
- Pupils will know that a mortgage is a special type of loan provided to allow people to buy a house.
- Pupils will know (revisit from Year 4) that interest is normally charged on loans. Pupils will know that interest is often measured as the annual percentage rate (APR).
- Pupils will learn what happens if people do not repay their loans, including repossession.
- Pupils will learn about the difference between secured and unsecured loans, pupils will know the risks associated with a secured loan.
- Pupils will learn about credit scoring and how credit scoring affects the APR that people are charged on personal loans.
- Pupils will learn about how to ensure they have good credit scoring.
- Pupils will learn about other ways to borrow money including 'buy now and pay later' schemes. Pupils will consider the advantages and disadvantages of such schemes.