

St. Mary's Catholic High School (2026-2027)										
YEAR 1 CITIZENSHIP LONG TERM PLAN										
YEAR 1	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
	Orientation & Introducation	Lesson 1	Lesson 2		Lesson 3		Lesson 4		Lesson 5	REVISION
	Citizenship	The Self	My Family		Our School		Our School		Environment	
	Lesson Objective: 1. Say what citizenship means and identify groups I belong to, such as my family, class, or school. 2. Name one class or school rule and explain why it is important. 3. Demonstrate one action that shows good citizenship, such as sharing, helping, or taking turns.	Lesson Objective: 1. Name things I like and dislike. 2. Identify one personal strength and explain what makes me special. 2. Name a feeling and describe one positive way to manage it.	Lesson Objective: 1. Name the people in my family and explain that families can be different. 2. Describe one way my family members care for and help me. 3. Show respect and responsibility by explaining one way I can help my family.		Lesson Objective: 1. Identify our school as a community and name some people who belong to it. 2. Describe one role or responsibility of a member of our school community. 3. Show respect and care for our school by following a rule and helping to keep it safe and welcoming.		Lesson Objective: 1. Identify our school as a community and name some people who belong to it. 2. Describe one role or responsibility of a member of our school community. 3. Show respect and care for our school by following a rule and helping to keep it safe and welcoming.		Lesson Objective: 1. Name two communities that I belong to, such as my family, school, or neighbourhood. 2. Identify people who help in my community and describe what they do. 3. Demonstrate one way to be a helpful and respectful member of my community.	
YEAR 1	WEEK 11: 7 - 11 Dec	WEEK 12: 4 -8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March
TERM 2	Lesson 5	Lesson 6		Lesson 7		Lesson 8		Lesson 9		Lesson 10
	Environment	My Social Life		Communication		Connection		Needs		Feelings
	Lesson Objective: 1. Name two communities that I belong to, such as my family, school, or neighbourhood. 2. Identify people who help in my community and describe what they do. 3. Demonstrate one way to be a helpful and respectful member of my community.	Lesson Objective: 1. Identify the qualities of a good friend, such as kindness, sharing, and listening. 2. Recognise how my words and actions may make others feel. 3. Practise taking turns, cooperating, and resolving a disagreement peacefully.		Lesson Objective: 1. Identify the qualities of a good friend, such as kindness, sharing, and listening. 2. Take turns speaking and listen respectfully to others. 3. Share an idea clearly and ask or answer a simple question.		Lesson Objective: 1. Identify people and groups I am connected to, such as my family, friends, and school. 2. Explain one way people help, care for, or depend on one another. 3. Strengthen a connection by showing kindness, inclusion, or respect to someone else.		Lesson Objective: 1. Name basic needs, such as food, water, clothing, shelter, and care. 2. Sort examples into things people need and things people want. 3. Explain one way to help meet my own needs and respect the needs of others.		Lesson Objective: 1. Name and recognise different feelings in myself. 2. Describe how feelings may affect my body and behaviour. 3. Use a simple strategy or ask a trusted adult for help when I have a big feeling.
YEAR 1	WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June
TERM 2	Lesson 10	Lesson 11		Lesson 12		Lesson 13		Lesson 14		REVISION
	Feelings	Respect		Choices		Right and Wrong		Similarities and Differences		
	Lesson Objective: 1. Name and recognise different feelings in myself. 2. Describe how feelings may affect my body and behaviour. 3. Use a simple strategy or ask a trusted adult for help when I have a big feeling.	Lesson Objective: 1. Explain that respect means treating people, places, and things with care and kindness. 2. Recognise respectful behaviours, such as listening, using polite words, and taking turns. 3. Demonstrate respect by being kind, including others, and caring for shared classroom resources.		Lesson Objective: 1. Identify simple choices I make at home and at school 2. Explain that choices can have positive or negative consequences. 3. Choose a safe, kind, and responsible action in a familiar situation.		Lesson Objective: 1. Identify examples of right and wrong behaviour. 2. Explain why rules help people know what is right and keep others safe. 3. Choose a kind and fair action and explain how it affects other people.		Lesson Objective: 1. Identify one way I am similar to and one way I am different from another person. 2. Explain that everyone is unique and that differences are natural and valuable. 3. Show respect and kindness towards people whose appearance, interests, abilities, or families may be different from mine.		
YEAR 2 CITIZENSHIP LONG TERM PLAN										
YEAR 2	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
	Lesson 1	Lesson 2		Lesson 3		Lesson 4		Lesson 5		REVISION
	Neighbourhood	My Community		Rules and Laws		Problem Solving		Communication		
	Lesson Objective: 1. Identify important places and facilities in my neighbourhood, such as shops, parks, and places of worship. 2. Describe how local workers and services help people in the neighbourhood. 3. Suggest one responsible action to help keep my neighbourhood safe, clean, and welcoming.	Lesson Objective: 1. Explain what a community is and identify one community to which I belong. 2. Identify important places, people, and roles in my local community. 3. Describe one way I can contribute positively to and care for my community.		Lesson Objective: 1. Explain the difference between a rule and a law. 2. Explain how rules and laws help keep people safe and ensure fairness. 3. Identify rules in different settings and demonstrate how to follow them responsibly.		Lesson Objective: 1. Identify a problem and explain what has happened. 2. Suggest two fair and peaceful solutions to a problem. 3. Work cooperatively by listening, taking turns, and agreeing on a solution.		Lesson Objective: 1. Explain why listening and taking turns are important during a conversation. 2. Share my opinion clearly and give one reason for it. 3. Ask and answer questions politely and respond respectfully to different opinions.		
YEAR 2	WEEK 11: 7 - 11 Dec	WEEK 12: 4 -8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March
TERM 2	Lesson 6	Lesson 7		Lesson 8		Lesson 9		Lesson 10		REVISION
	My Wider World	Emotions and Feelings		Similarities and Differences		Needs		Respect and Care		
	Lesson Objective: 1. Identify how my local community is connected to other places and people in the world. 2. Explain that people around the world have similarities and differences, and that diversity enriches communities. 3. Describe one way my actions can affect others locally or globally and suggest a responsible choice.	Lesson Objective: 1. Name a wider range of emotions and describe how they feel in my body. 2. Explain how feelings can affect my behaviour and that it is okay to have different emotions. 3. Use a simple strategy to manage big feelings and ask a trusted adult for help when needed.		Lesson Objective: 1. Identify similarities and differences between myself and others, including appearance, interests, abilities, and family life. 2. Explain that differences make people unique and that it is important to respect and value diversity. 3. Demonstrate kindness and inclusion by showing respect and avoiding assumptions about people who are different from me.		Lesson Objective: 1. Distinguish between needs (essential for survival and well-being) and wants (nice to have but not essential). 2. Explain why needs, such as food, water, clothing, and shelter, are important for everyone. 3. Prioritise needs over wants and suggest a responsible choice when making spending decisions.		Lesson Objective: 1. Identify respectful and caring behaviours towards people, living things, and the environment. 2. Explain why it is important to treat others with kindness, fairness, and respect. 3. Demonstrate care by helping others, sharing, and looking after my classroom and school environment.		
YEAR 2	WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June
TERM 2	Lesson 11	Lesson 12		Lesson 13		Lesson 14		Lesson 15		REVISION
	Choices	Right and Wrong		Meals and More		My Living Style		Bullying		
	Lesson Objective: 1. Identify different choices I make in everyday situations. 2. Explain that choices have consequences for myself and others. 3. Make a fair, safe, and responsible choice and justify my decision.	Lesson Objective: 1. Identify examples of right and wrong behaviour and explain the difference between them. 2. Explain why rules and fairness help people know what is right and keep others safe. 3. Choose a kind and fair action and explain how it affects other people.		Lesson Objective: 1. Identify the main food groups and explain why each is important for a healthy body. 2. Explain what makes a balanced meal and why we need variety, including fruit and vegetables. 3. Plan or choose a healthy meal or snack using the Eatwell Guide principles.		Lesson Objective: 1. Identify the main parts of a healthy lifestyle, including sleep, exercise, nutrition, and hygiene. 2. Explain how daily habits and choices affect my body, mind, and wellbeing. 3. Suggest one healthy change to my routine and explain why it is beneficial.		Lesson Objective: 1. Define bullying and identify different types of bullying behaviour. 2. Explain the difference between a one-off unkind act and repeated, intentional bullying, and how it affects others. 3. Describe how to report bullying and suggest ways to support someone who is being bullied.		

YEAR 3 CITIZENSHIP LONG TERM PLAN											
YEAR 3	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov	
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	Interdependency		Interconnection		Value of respect and care		My Community Life		My Social Life		
	Lesson Objective: 1. Explain what interdependency means and give examples of how people, communities, and the environment rely on each other. 2. Describe how actions in one place can affect people and the environment in other places (local and global connections). 3. Suggest one responsible action that shows care for others and the environment, recognising our shared responsibility.		Lesson Objective: 1. Explain what interdependency means and give examples of how people, communities, and the environment rely on each other. 2. Describe how actions in one place can affect people and the environment in other places (local and global connections). 3. Suggest one responsible action that shows care for others and the environment, recognising our shared responsibility.		Lesson Objective: 1. Define what respect and care mean in simple terms and identify examples of respectful and caring behaviour towards themselves, other people, animals and the environment. 2. Explain why respect and care are important and describe how showing respect and care makes others feel safe, valued and happy at home, at school and in the community. 3. Demonstrate respectful and caring actions in everyday situations (e.g. using polite words, listening, sharing, helping, including others, looking after belongings and nature) and recognise that everyone deserves respect and care.		Lesson Objective: 1. Define what a community is and identify different communities they belong to (e.g. family, school, neighbourhood, clubs, faith groups). 2. Describe the people, places and services that make up their local community (e.g. homes, shops, schools, parks, doctors, community helpers) and explain how these help community life. 3. Recognise that they have a role in their community and suggest simple ways they can contribute positively (e.g. being kind, following rules, helping others, looking after shared spaces).		Lesson Objective: 1. Identify the different people and groups in their social life (e.g. family, friends, classmates, teachers, neighbours, club members) and describe how these relationships make them feel supported and happy. 2. Explain what makes a good friend and a healthy friendship (e.g. kindness, respect, trust, sharing, listening, helping) and recognise that friendships can have ups and downs but can usually be repaired. 3. Demonstrate positive social skills in everyday situations (e.g. taking turns, cooperating, resolving disagreements calmly, showing empathy, respecting personal space) and know who to talk to if they feel unhappy, unsafe or unsure in their relationships.		REVISION
YEAR 3	WEEK 11: 7 - 11 Dec	WEEK 12: 4 -8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March	
	Lesson 5		Lesson 6		Lesson 7		Lesson 8		Lesson 9		
	My Social Life		Local Environment		Taking Part in Different Activities		Choices		Working Together		
TERM 2	Lesson Objective: 1. Identify the different people and groups in their social life (e.g. family, friends, classmates, teachers, neighbours, club members) and describe how these relationships make them feel supported and happy. 2. Explain what makes a good friend and a healthy friendship (e.g. kindness, respect, trust, sharing, listening, helping) and recognise that friendships can have ups and downs but can usually be repaired. 3. Demonstrate positive social skills in everyday situations (e.g. taking turns, cooperating, resolving disagreements calmly, showing empathy, respecting personal space) and know who to talk to if they feel unhappy, unsafe or unsure in their relationships.		Lesson Objective: 1. Identify features of their local environment (e.g. homes, schools, parks, shops, roads, natural areas) and describe what makes a local area a pleasant, safe place to live. 2. Explain how people can help or harm the local environment through their actions (e.g. littering, recycling, caring for plants and animals, saving water and energy) and recognise that everyone shares responsibility for looking after it. 3. Suggest simple actions they can take to improve and protect their local environment (e.g. picking up litter, planting, turning off lights, using bins, respecting wildlife) and participate in a class or school environmental project.		Lesson Objective: 1. Identify different activities they can take part in at school and in the community (e.g. class tasks, sports, clubs, volunteering, events, helping others) and describe what these activities involve. 2. Explain why taking part in activities is important (e.g. to learn new skills, make friends, help others, feel included, make the community better) and recognise that everyone can contribute in some way. 3. Demonstrate how to take part responsibly and cooperatively in group activities (e.g. listening, sharing, taking turns, following rules, encouraging others) and reflect on how their participation helps the group succeed.		Lesson Objective: 1. Define what a choice is and identify different choices they make in everyday life (e.g. at home, at school, with friends, about health and safety). 2. Explain that choices can have consequences (positive or negative) for themselves and other people, and give examples of good choices and their helpful outcomes. 3. Demonstrate simple strategies for making good choices (e.g. thinking before acting, considering consequences, asking for advice, following rules, choosing kindness and safety) and recognise that they are responsible for their own choices.		Lesson Objective: 1. Identify different teams and groups they belong to (e.g. family, class, sports teams, clubs) and explain what makes a good team (e.g. listening, sharing, helping, including everyone). 2. Demonstrate teamwork skills in group activities (e.g. taking turns, cooperating, encouraging others, solving problems together) and recognise that working together helps people achieve more than working alone. 3. Describe how people in their school and local community work together to help others and improve the area (e.g. teachers, cleaners, volunteers, community groups) and suggest ways they can contribute as part of a team.		Lesson Objective: 1. Define what decision making is and identify different decisions they make at home, at school and with friends (e.g. choosing activities, solving problems, following rules). 2. Explain simple strategies for making good decisions (e.g. thinking about options, considering consequences, listening to others, weighing pros and cons, asking for help) and recognise that decisions can affect themselves and other people. 3. Describe how decisions can be made fairly in groups (e.g. voting, taking turns, sharing views, reaching agreement, compromising) and participate in a simple democratic decision-making process in class.
	YEAR 3	WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June
	Lesson 10		Lesson 11		Lesson 12		Lesson 13		Lesson 14		
	Decision Making		The Media		Bullying		Diversity		Adopting Habits		
TERM 2	Lesson Objective: 1. Define what decision making is and identify different decisions they make at home, at school and with friends (e.g. choosing activities, solving problems, following rules). 2. Explain simple strategies for making good decisions (e.g. thinking about options, considering consequences, listening to others, weighing pros and cons, asking for help) and recognise that decisions can affect themselves and other people. 3. Describe how decisions can be made fairly in groups (e.g. voting, taking turns, sharing views, reaching agreement, compromising) and participate in a simple democratic decision-making process in class.		Lesson Objective: 1. Define what the media is and identify different types of media they useor see (e.g. TV, radio, newspapers, websites, apps, social media, videos). 2. Explain that media can share facts, opinions, stories and advertisements, and recognise that not everything they see or hear online or on TV is true or reliable. 3. Describe simple ways to check if information might be true (e.g. asking a trusted adult, looking at more than one source, thinking about who made it and why) and know what to do if they see something upsetting or untrue online.		Lesson Objective: 1. Define what bullying is and identify different types of bullying (e.g. physical, verbal, social, online) and how it is different from ordinary disagreements or teasing. 2. Explain the impact of bullying on individuals (e.g. feelings, friendships, mental wellbeing) and recognise that bullying is wrong, unfair and unacceptable. 3. Describe what to do if they or someone else is being bullied (e.g. tell a trusted adult, use safety messages like recognise–react–report, be a positive bystander) and suggest ways to help prevent bullying and promote kindness at school.		Lesson Objective: 1. Define what diversity means and identify different ways people can be similar and different (e.g. appearance, culture, language, beliefs, family life, abilities). 2. Explain why diversity is important and describe how living in a diverse community makes life richer and more interesting (e.g. different foods, festivals, traditions, ideas). 3. Demonstrate respectful and inclusive behaviour towards people who are different from themselves (e.g. using kind words, asking questions respectfully, including others, celebrating differences) and recognise that everyone deserves to feel valued and respected.		Lesson Objective: 1. Identify helpful daily habits for themselves and their community (e.g. personal hygiene, healthy eating, exercise, sleep, tidying up, recycling, being punctual). 2. Explain why adopting good habits is important (e.g. keeps us healthy, helps us learn better, shows respect for ourselves and others, makes our school and community nicer places). 3. Demonstrate how to build and maintain positive habits (e.g. setting simple goals, using reminders, practising regularly, asking for support, reflecting on progress) and recognise that good habits are part of being a responsible citizen.		REVISION
	YEAR 4 CITIZENSHIP LONG TERM PLAN										
YEAR 4	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov	
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	International Relations		Democracy		Interact with Communities		International Organization		Global Changes and Development		
	Lesson Objective: 1. Identify at least three ways countries interact (for example trade, travel, and helping in emergencies) and give one real-world example of each. 2. Explain, in simple terms, what “sovereignty” and “diplomacy” mean and why talking/negotiating helps countries solve problems peacefully. 3. Describe the role of one international organisation (for example the United Nations) in promoting cooperation and addressing a global issue such as health, education, or the environment.		Lesson Objective: 1. Define democracy in simple terms as “fair decision-making where everyone has a voice” and identify at least two places it is used (for example class votes and school council). 2. Explain why rules, voting, and listening to different opinions help groups make fair decisions and solve problems peacefully. 3. Take part in a class vote or consultation and describe how their contribution helped the group reach a decision.		Lesson Objective: 1. Identify at least three communities they belong to (for example home, school, neighbourhood) and describe one way people in each community help one another. 2. Explain how communities interact locally and nationally (for example through trade, services, or events) and give one example of how this affects individuals. 3. Plan and carry out a simple, safe action to support a community (for example a kindness campaign, recycling drive, or thank-you notes to helpers) and reflect on its impact.		Lesson Objective: 1. Define an international organization as a group of countries working together to solve global problems. 2. Identify examples of international organizations, such as the United Nations and UNICEF. 3. Explain one way an international organization helps people, such as providing education, healthcare, or emergency support. UNICEF, for example, works to protect children and support their education worldwide.		Lesson Objective: 1. Describe global changes such as climate change, population growth, and new technology. 2. Explain how development can improve people’s lives through better education, healthcare, housing, and transport. 3. Identify simple actions that support sustainable development, such as saving water, recycling, and protecting the environment. The Sustainable Development Goals aim to improve life for people while protecting the planet.		REVISION

YEAR 4	WEEK 11: 7 - 11 Dec	WEEK 12: 4 - 8 Jan		WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March
	Lesson 5	Lesson 6		Lesson 7		Lesson 8		Lesson 9		Lesson 10	
	Global Changes and Development	Social Media		Rules and Laws		Decision		Rights		Respect for difference and	
	Lesson Objective: 1. Describe global changes such as climate change, population growth, and new technology. 2. Explain how development can improve people's lives through better education, healthcare, housing, and transport. 3. Identify simple actions that support sustainable development, such as saving water, recycling, and protecting the environment. The Sustainable Development Goals aim to improve life for people while protecting the planet.	Lesson Objective: 1. Define what social media is and identify common platforms and ways people use them (e.g. sharing photos, messaging, watching videos, playing games). 2. Explain the benefits and risks of social media (e.g. staying connected, learning new things vs. cyberbullying, inappropriate content, oversharing personal information) and recognise age restrictions and safety rules. 3. Describe how to use social media safely and responsibly (e.g. protecting privacy, being kind, thinking before posting, telling a trusted adult if worried) and suggest strategies for dealing with problems online.		Lesson Objective: 1. Define what rules and laws are and distinguish between them (e.g. rules apply to specific groups like school or home; laws apply to everyone in the country and are made by government). 2. Explain why rules and laws are important (e.g. to keep people safe, treat everyone fairly, solve disagreements, maintain order) and give examples of rules and laws that affect their daily lives. 3. Describe how rules and laws are made and enforced (e.g. who makes them, who enforces them, consequences for breaking them) and recognise that following rules and laws is a responsibility of good citizens.		Lesson Objective: 1. Define what a decision is and identify different types of decisions they make (e.g. personal choices, group decisions, class rules, family decisions). 2. Explain simple strategies for making good decisions (e.g. thinking about options, considering consequences, listening to others, weighing pros and cons) and recognise that decisions can affect themselves and other people. 3. Describe how decisions can be made fairly in groups (e.g. voting, taking turns, compromising, reaching agreement) and participate in a simple democratic decision-making process in class.		Lesson Objective: 1. Define what a right is and identify key rights that children have (e.g. right to safety, education, health care, a name, to be heard). 2. Explain why rights are important and describe how rights help children to be safe, healthy, respected and able to learn and play. 3. Recognise that rights come with responsibilities (e.g. respecting others' rights, following rules, being kind) and give examples of how they can show responsibility for their own rights and the rights of others at school and at home.		Lesson Objective: 1. Identify ways in which people can be similar and different (e.g. appearance, culture, language, beliefs, abilities, family life) and explain that all people deserve respect. 2. Describe what respect for difference and diversity means and give examples of respectful words and actions towards people who are different from themselves. 3. Recognise that unfair treatment, prejudice and stereotypes can hurt people, and suggest simple ways to challenge unkind behaviour and promote inclusion at school and in the community.	
WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June		
TERM 2	Lesson 10	Lesson 11		Lesson 12		Lesson 13		Lesson 14		REVISION	
	Respect for difference and diversity	Bullying		Social Justice		Ethical Responsibilities		Working Together			
	Lesson Objective: 1. Identify ways in which people can be similar and different (e.g. appearance, culture, language, beliefs, abilities, family life) and explain that all people deserve respect. 2. Describe what respect for difference and diversity means and give examples of respectful words and actions towards people who are different from themselves. 3. Recognise that unfair treatment, prejudice and stereotypes can hurt people, and suggest simple ways to challenge unkind behaviour and promote inclusion at school and in the community.	Lesson Objective: 1. Define what bullying is and identify different types of bullying (e.g. physical, verbal, social, cyberbullying) and how they differ from ordinary disagreements or teasing. 2. Explain the impact of bullying on individuals (e.g. feelings, friendships, mental wellbeing) and recognise that bullying is wrong and unacceptable. 3. Describe what to do if they or someone else is being bullied (e.g. tell a trusted adult, use support networks, be a positive bystander) and suggest ways to help prevent bullying and promote kindness at school.		Lesson Objective: 1. Define social justice in simple terms (fairness, equality, everyone getting what they need) and identify examples of fair and unfair treatment in school and the community. 2. Explain why social justice matters and describe how unfairness, poverty or discrimination can affect people's lives locally and globally. 3. Recognise that they can help promote social justice through kind, fair actions and by speaking up against unfairness, and suggest simple ways to make their school and community more fair and inclusive.		Lesson Objective: 1. Define ethical responsibilities in simple terms (doing the right thing, being honest, fair and kind) and identify examples of responsible and irresponsible behaviour at school and at home. 2. Explain why ethical responsibilities matter and describe how our choices and actions can affect other people's feelings, safety and wellbeing. 3. Recognise situations where doing the right thing might be difficult (e.g. peer pressure, temptation to cheat, seeing someone treated unfairly) and suggest strategies for making responsible, ethical choices and seeking help when needed.		Lesson Objective: 1. Define what it means to work together (cooperation, teamwork, collaboration) and identify examples of successful teamwork at school, at home and in the community 2. Explain why working together is important and describe how collaboration helps people solve problems, complete tasks and build stronger, fairer communities. 3. Demonstrate basic teamwork skills (e.g. listening, sharing ideas, taking turns, compromising, respecting differences) and reflect on how their own behaviour can help or hinder a group working together.			
YEAR 5 CITIZENSHIP LONG TERM PLAN											
YEAR 5	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov	
	Lesson 1	Lesson 2		Lesson 3		Lesson 4		Lesson 5		REVISION	
	Communication	Notion of Justice		Global and Local Issues		Different Values and Skills		Rules and Laws			
	Lesson Objective: 1. Identify different ways people communicate (spoken words, tone, body language, writing, digital messages) and explain when each is useful. 2. Demonstrate active listening and respectful speaking by taking turns, paraphrasing others' views, and giving constructive feedback in a group discussion. 3. Apply clear and kind communication to resolve a simple conflict or disagreement, choosing words and tone that show respect and help find a compromise.	Lesson Objective: 1. Define justice in their own words and distinguish it from related ideas such as fairness, equality, and rules. 2. Identify examples of just and unjust situations in school and community life, and explain why each is judged that way. 3. Apply simple criteria for fairness (e.g., same treatment when appropriate, different treatment when needs differ) to evaluate a classroom rule or decision.		Lesson Objective: 1. Identify key local and global issues (e.g., litter, water use, poverty, climate change) and describe how they affect people and places. 2. Explain connections between local actions and global impacts (and vice versa), using simple examples such as recycling, energy use, or fair-trade choices. 3. Propose realistic ways individuals and groups can take responsible action on a chosen issue in their school or community.		Lesson Objective: 1. Identify key values (e.g., respect, responsibility, fairness, honesty, tolerance) and explain how each guides behaviour in school and the community. 2. Demonstrate citizenship skills such as active listening, cooperation, and respectful disagreement during group tasks and discussions. 3. Apply values and skills to a simple scenario (e.g., sharing resources, including others, resolving a dispute) and justify the choices made.		Lesson Objective: 1. Distinguish between rules and laws, and explain who makes each (e.g., family/school vs. government/parliament) and why they are needed. 2. Describe how rules and laws help keep people safe, protect rights, and maintain order in school and the wider community. 3. Evaluate the consequences of breaking rules versus breaking laws, and justify why different consequences are fair and necessary.			
YEAR 5	WEEK 11: 7 - 11 Dec	WEEK 12: 4 - 8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March	
TERM 2	Lesson 5	Lesson 6		Lesson 7		Lesson 8		Lesson 9		Lesson 10	
	Rules and Laws	Human Rights		Emergency		Respect		Engagement With Different Groups		Stereotyping	
	Lesson Objective: 1. Distinguish between rules and laws, and explain who makes each (e.g., family/school vs. government/parliament) and why they are needed. 2. Describe how rules and laws help keep people safe, protect rights, and maintain order in school and the wider community. 3. Evaluate the consequences of breaking rules versus breaking laws, and justify why different consequences are fair and necessary.	Lesson Objective: 1. Define human rights in simple terms and explain that they belong to everyone, everywhere, simply because they are human. 2. Identify several key human rights (e.g., right to safety, education, fair treatment, freedom of expression) and give everyday examples of how they are protected. 3. Link rights to responsibilities by describing ways children and adults can respect and protect others' rights in school and the community.		Lesson Objective: 1. Identify what counts as an emergency and which emergency service to contact (police, fire, ambulance, coastguard) in different situations. 2. Demonstrate how to call 999 safely and effectively, including giving clear information about location, incident, and number of people involved. 3. Apply basic safety and first-aid principles (e.g., ensure own safety first, get adult help, call 999 when needed) to simple emergency scenarios at home, school, or in the community.		Lesson Objective: 1. Define respect as treating oneself and others fairly and kindly, and distinguish it from admiration or agreement. 2. Identify respectful and disrespectful behaviours in different contexts (classroom, playground, online, community) and explain their impact on others. 3. Demonstrate practical strategies for showing respect to people who are different (in beliefs, backgrounds, abilities, or opinions) and to those in positions of authority.		Lesson Objective: 1. Identify different groups they belong to, such as family, school, friendship and community groups. 2. Explain how people in different groups may have different experiences, cultures and viewpoints. 3. Demonstrate respect, cooperation and empathy when interacting with people from different groups.		Lesson Objective: 1. Define stereotyping as making a generalised assumption about a person or group. 2. Identify stereotypes in simple everyday examples and explain why they may be unfair or inaccurate. 3. Demonstrate respect and open-mindedness by challenging stereotypes and recognising individual differences.	

[illegible]

YEAR 6	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
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YEAR 6	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 1 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 12 - 16 Oct	WEEK 8: 19 - 23 Oct	WEEK 9: 26 - 30 Oct	WEEK 10: 2 - 6 Nov	WEEK 11: 9 - 13 Nov
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Lesson 6

	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
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Different levels of identity	Different levels of identity (Universal human level)	Different levels of identity (Social group level)	Developing a Sense of National Identity and Nation Building	Different community people belong to and how these are connected	Difference and respect for
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	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	
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Difference and respect for diversity	Actions that can be taken individual	Actions that can be taken collectively	Ethically responsible behaviour	Getting engaged and taking action	REVISION
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Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:
Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:

YEAR 7 CITIZENSHIP LONG TERM PLAN

YEAR 7	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
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	Lesson 1	Lesson 2	Lesson 3	

	Identity	Diversity	Human Rights	REVISION

YEAR 7	WEEK 11: 7 - 11 Dec		WEEK 12: 4 - 8 Jan		WEEK 13: 11 - 15 Jan		WEEK 14: 18 - 22 Jan		WEEK 15: 25 - 29 Jan		WEEK 16: 1 - 5 Feb		WEEK 17: 8 - 12 Feb		WEEK 18: 15 - 19 Feb		Week 19: 22 - 26 Feb		WEEK 20: 1 - 5 March					
	Lesson 4								Lesson 5								Lesson 6							
	Freedom								Multiculturalism								Integration							
	Lesson Objective: 1. Define freedom and liberty, and identify key freedoms enjoyed by every citizens (e.g. freedom of speech, freedom of religion, freedom of assembly, freedom from arbitrary detention). 2. Explain how freedoms are protected and limited by laws, rights and responsibilities, and analyse why some restrictions on freedom may be necessary in a democratic society. 3. Evaluate real-life scenarios involving competing freedoms (e.g. free speech vs. hate speech, individual liberty vs. public safety) and construct reasoned arguments about how conflicts between freedoms should be resolved.								Lesson Objective: 1. Define multiculturalism and identify examples of cultural, religious, linguistic and ethnic diversity in the UAE and their local community. 2. Analyse how multiculturalism can enrich society (e.g. through food, arts, ideas, innovation) and evaluate challenges that can arise in living together respectfully. 3. Explain the importance of values such as inclusion, respect, equality and a “fair go” in a multicultural society, and discuss ways to challenge prejudice, discrimination and racism.								Lesson Objective: 1. Define integration and distinguish it from related concepts such as assimilation, segregation and multiculturalism. 2. Analyse factors that help or hinder integration in communities (e.g. language, education, employment, housing, discrimination, shared values) and explain why successful integration matters for social cohesion. 3. Evaluate policies and everyday actions that can promote integration (e.g. community projects, mixed schools, fair laws, welcoming neighbourhoods) and discuss the responsibilities of individuals, communities and government in supporting integration.							
WEEK 21: 8 - 12 March		WEEK 22: 15 - 19 March		WEEK 23: 12 - 16 April		WEEK 24: 19 - 23 April		WEEK 25: 26 - 30 April		Week 26: 3 - 7 May		Week 27: 10 - 14 May		WEEK 28: 17 - 21 May		WEEK 29: 24 - 28 May		WEEK 30: 31 May - 4 June						
TERM 2	Lesson 6				Lesson 7				Lesson 8								REVISION							
	Integration				Migration				Democracy															
	Lesson Objective: 1. Define integration and distinguish it from related concepts such as assimilation, segregation and multiculturalism. 2. Analyse factors that help or hinder integration in communities (e.g. language, education, employment, housing, discrimination, shared values) and explain why successful integration matters for social cohesion. 3. Evaluate policies and everyday actions that can promote integration (e.g. community projects, mixed schools, fair laws, welcoming neighbourhoods) and discuss the responsibilities of individuals, communities and government in supporting integration.				Lesson Objective: 1. Define key migration terms (e.g. migrant, refugee, asylum seeker, internally displaced person) and identify common reasons why people migrate (e.g. work, education, family, conflict, persecution, climate). 2. Analyse the impacts of migration on individuals, communities and countries (both positive and negative), and explain how migration has shaped the UK’s diversity and identity. 3. Evaluate different attitudes and policies towards migration and refugees, and discuss how individuals and communities can support fair, respectful treatment of migrants and people seeking asylum.				Lesson Objective: 1. Define democracy and identify its key features (e.g. free and fair elections, political parties, voting, representation, rule of law, protected rights and freedoms). 2. Explain how the democratic system works, including the roles of citizens, Parliament, the government and the monarch, and how laws are made and held to account. 3. Analyse different ways citizens can participate in democracy (e.g. voting, campaigning, contacting MPs, joining groups, peaceful protest) and evaluate why active participation is important for a healthy democracy.															
YEAR 8 CITIZENSHIP LONG TERM PLAN																								
YEAR 8	WEEK 1: 31 Aug - 4 Sep		WEEK 2: 7 - 11 Sep		WEEK 3: 14 - 18 Sep		WEEK 4: 21 - 25 Sep		WEEK 5: 28 Sep - 2 Oct		WEEK 6: 5 - 9 Oct		WEEK 7: 19 - 23 Oct		WEEK 8: 26 - 30 Oct		WEEK 9: 2 - 6 Nov		WEEK 10: 9 - 13 Nov					
TERM 2	Lesson 1				Lesson 2				Lesson 3				Lesson 4				Lesson 5				REVISION			
	Using Technology in different communities				Positive impacts of technology on society				Negative impacts of technology on society				Technology and climate change				Rights to technology							
	Lesson Objective: 1. Identify different ways technology (e.g. social media, messaging apps, online platforms, IoT devices) is used by various communities to communicate, organise, learn and access services. 2. Analyse how technology can both strengthen and challenge community life (e.g. connecting people across distances, enabling campaigning and volunteering, but also creating digital divides, misinformation or online harm). 3. Evaluate how individuals and groups can use technology responsibly and ethically to participate positively in their communities, including protecting privacy, respecting others and using digital tools for social good.				Lesson Objective: 1. Identify key positive impacts of technology on society (e.g. improved communication, access to information, healthcare advances, education opportunities, economic growth, social connection). 2. Analyse real-life examples where technology has been used to solve social problems or promote positive change (e.g. online campaigning, disaster response, remote learning, telemedicine) and evaluate why these impacts matter for citizenship and participation. 3. Explain how specific technologies (e.g. internet, mobile phones, social media, medical devices, renewable energy tech) have improved people’s lives and strengthened communities locally and globally.				Lesson Objective: 1. Identify key negative impacts of technology on individuals and society (e.g. cyberbullying, online harassment, misinformation, addiction, reduced face-to-face interaction, privacy breaches). 2. Explain how specific technologies or online behaviours can cause harm (e.g. social media and mental health, data collection and surveillance, algorithmic bias, digital divide, environmental costs of tech production). 3. Analyse real-life cases where technology has been misused or caused unintended harm (e.g. scams, hate speech, deepfakes, cybercrime) and evaluate strategies individuals, communities and governments can use to reduce these risks.				Lesson Objective: 1. Explain how different technologies contribute to climate change (e.g. fossil-fuel energy, transport, industry, digital infrastructure) and how other technologies can help reduce emissions (e.g. renewables, electric vehicles, energy-efficient design). 2. Analyse the role of technology in both causing and solving climate-related problems (e.g. data centres and e-waste vs. smart grids, carbon capture, climate modelling, sustainable agriculture tech). 3. Evaluate how individuals, communities and governments can use technology responsibly to take climate action (e.g. monitoring energy use, campaigning online, supporting green innovation, adapting to climate impacts) and discuss the ethical and citizenship dimensions of these choices.				Lesson Objective: 1. Identify key digital rights (e.g. right to access the internet, right to privacy, freedom of expression online, right to accurate information) and explain why these matter for participation in modern society. 2. Analyse how access to technology and the internet can be unequal (digital divide) and evaluate the impact of this on people’s rights, opportunities and citizenship. 3. Discuss the relationship between digital rights and responsibilities (e.g. using technology safely, respecting others’ rights, following laws, protecting data) and construct reasoned arguments about how societies should protect and promote fair access to technology.							
YEAR 8	WEEK 11: 7 - 11 Dec		WEEK 12: 4 - 8 Jan		WEEK 13: 11 - 15 Jan		WEEK 14: 18 - 22 Jan		WEEK 15: 25 - 29 Jan		WEEK 16: 1 - 5 Feb		WEEK 17: 8 - 12 Feb		WEEK 18: 15 - 19 Feb		Week 19: 22 - 26 Feb		WEEK 20: 1 - 5 March					
TERM 2	Lesson 5		Lesson 6				Lesson 7				Lesson 8				Lesson 9				Lesson 10					
	Rights to technology		Freedoms to technology				Politics and technology				Patterns of wealth and poverty				Economics relationships				Sustainable economics					
	Lesson Objective: 1. Identify key digital rights (e.g. right to access the internet, right to privacy, freedom of expression online, right to accurate information) and explain why these matter for participation in modern society. 2. Analyse how access to technology and the internet can be unequal (digital divide) and evaluate the impact of this on people’s rights, opportunities and citizenship. 3. Discuss the relationship between digital rights and responsibilities (e.g. using technology safely, respecting others’ rights, following laws, protecting data) and construct reasoned arguments about how societies should protect and promote fair access to technology.		Lesson Objective: 1. Identify key democratic freedoms that apply online (e.g. freedom of expression, freedom of information, freedom of assembly and association via digital platforms) and explain how technology enables people to exercise these freedoms. 2. Analyse how and why freedoms to use technology can be limited (e.g. laws on hate speech, harassment, copyright, national security, platform rules) and evaluate when such limits may be justified in a democratic society. 3. Discuss the relationship between digital freedoms and responsibilities (e.g. using technology respectfully, avoiding harm, protecting others’ rights) and construct reasoned arguments about how societies should balance freedom and safety online.				Lesson Objective: 1. Identify ways technology and digital platforms are used in politics (e.g. online campaigning, social media activism, e-petitions, digital voting information, political advertising). 2. Analyse how technology can both increase and distort political participation (e.g. greater access and youth engagement vs. misinformation, echo chambers, algorithmic bias, data privacy concerns). 3. Evaluate the opportunities and risks of digital democracy and discuss how citizens, governments and platforms can use technology responsibly to strengthen fair, informed political participation.				Lesson Objective: 1. Define wealth, income and poverty (including absolute and relative poverty) and identify key patterns of inequality within the UK and globally (e.g. between countries, regions, social groups). 2. Analyse factors that contribute to uneven patterns of wealth and poverty (e.g. education, employment, health, conflict, discrimination, historical colonisation, trade rules, tax systems). 3. Evaluate how individuals, governments and organisations try to reduce poverty and inequality (e.g. welfare, fair trade, aid, progressive taxation, SDGs) and discuss the ethical and citizenship responsibilities involved.				Lesson Objective: 1. Identify key economic relationships in society (e.g. between households, businesses, workers, government, banks) and explain how money, goods and services flow between them. 2. Analyse how economic decisions by individuals, businesses and government affect others (e.g. spending, saving, taxation, wages, prices, public services) and describe the interdependence this creates. 3. Evaluate how fair and sustainable economic relationships can be promoted (e.g. through ethical consumption, workers’ rights, responsible business, fair trade, financial regulation) and discuss the citizenship responsibilities involved.				Lesson Objective: 1. Define sustainable economics and explain the three pillars of sustainability (economic, social, environmental) and how they can support or conflict with each other. 2. Analyse how economic activities (e.g. production, consumption, trade, investment) can be made more sustainable (e.g. circular economy, green jobs, fair trade, renewable energy, ethical business) and identify relevant Sustainable Development Goals (SDGs). 3. Evaluate the role of individuals, businesses and governments in promoting a sustainable economy (e.g. responsible consumption, regulation, innovation, campaigning) and discuss the citizenship responsibilities involved in balancing economic growth with social justice and environmental protection.					

