

CITIZENSHIP AWARD

This is the list of expected activities which pupils will complete to achieve the award at either a Bronze, Silver or Gold level. The children can work towards these objectives in any order they please as well as completing the objectives in whichever year group they please. The onus will be on them providing the evidence for each of the points. When their teacher is satisfied that the criteria has been met then he/she will sign off against the objective to indicate that it has been achieved.

OBJECTIVE	Bronze	Silver	Gold
<p>I set the highest standards for myself in order to demonstrate my commitment to Article 28 (the right to an education) of the UNCRC.</p>	<ul style="list-style-type: none"> • Present a well organised and well-presented Citizenship Award evidence folder (pupils will be doing this as they go along) • Complete home learning each week [evidence in book, and teacher register - to begin after the first half term] • Be able to explain your understanding of an aspect of learning clearly to the class teacher by either making a contribution during class or at another time outside of class. 	<ul style="list-style-type: none"> • Present a well organised and well-presented Citizenship Award evidence folder which is annotated with what each piece of evidence represents. • Complete home learning each week for half a term (starting after the first half term), ensuring that it is handed in on time and is of a high standard. Where possible, link your home learning to Articles from the UNCRC. • Be able to prepare a presentation with a group of pupils on an aspect of learning which has taken place in class and present to the class as required by the class teacher [Pupil to discuss with Class] 	<ul style="list-style-type: none"> • Present a well organised and well-presented Citizenship Award folder which is annotated with what each piece of evidence represents, how the evidence links to Articles from the UNCRC, is in date order and contains a letter they have written detailing their thoughts on the process of collecting evidence for award. • Complete home learning each week for the year, ensuring it is on time, links to the Articles from the UNCRC and is of the highest standard. Visit the library or use other sources of information in order to carry out extra research on an area of school learning at least once per term. [Pupils to provide evidence] • Be able to independently prepare a presentation on an aspect of the curriculum and present it to the whole class (Home learning)

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	<ul style="list-style-type: none"> • Design a poster promoting the nine school values [Pupil to provide evidence] • Buddy up with a younger child in Key Stage 1 for reading [scheme to start after the first half term and to last through Autumn 2, Spring 1 and Spring 2] • Approach the steering group to either ask them a question about current Rights Respecting activities in school or to suggest an item for discussion during steering group meetings (pupil to provide evidence). 	<p style="text-align: center;">Teacher]</p> <ul style="list-style-type: none"> • Design a leaflet for the school to display to prospective parents highlighting our school values and how they link to any Articles in the UNCRC [Pupil to provide evidence] • Buddy up with a younger child from KS1 for Reading (as stipulated in Bronze) and also borrow and review a book from your teacher. • Have a discussion with parents, carers and relatives about the UNCRC and your Rights. Help to teach people outside school about how we are a Rights Respecting school. [Pupil to provide evidence] 	<ul style="list-style-type: none"> • Use multimedia to produce a short documentary about life in school and how our nine school values and Articles from the UNCRC are important to our everyday experience in school. [Pupil to provide evidence] • Do some research into access to education on a globally. What are the barriers to education that some children in different countries around the world face? Prepare a report with your findings. • Find out about the ways in which the government makes sure that you have the Rights outlined in the UNCRC. You do not need to go through every single right – pick five Rights and then look to see how the government upholds and protects these Rights in the UK.
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<p>I show commitment to Article 28 and school life by completing the following. I recognise that the following objectives help to prepare me for secondary school and beyond.</p>	<ul style="list-style-type: none"> • Be well presented in full school uniform. • Be punctual every day and have no lates for a term. • To respect all personal and school property within the classrooms, making sure to help tidy away and look after the classroom. • To be able to follow instructions when asked to do so by a Teacher 	<ul style="list-style-type: none"> • Wear full school uniform everyday including the correct shoes and have the correct PE kit in school on PE day and change into it independently. • Be punctual every day and have no lates for two terms. • Keep all possessions together in the cloakroom (Y5)/lockers (Y6) and in their school tray (class teacher to discuss with pupil) • To listen carefully to all instructions and demonstrate that they can be followed sensibly 	<ul style="list-style-type: none"> • Be able to prepare your school uniform (home learning) and have the correct PE Kit at school for the year. • Have over 98% attendance throughout the year. • Keep all books and possessions neatly in the cloakroom/lockers and have the correct equipment with them on the correct day – and in the correct classes/groups in Year 6 (class teacher to discuss with pupil) • To follow all instructions and be pro-active in completing tasks to the best of their ability

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<p>I am socially responsible on both a local and global scale and show my commitment to Article 24 (every child has the right to the best possible health).</p>	<ul style="list-style-type: none"> • Research local charities that help to provide people in need with health care, clean water, food and a clean environment [pupils to provide evidence] • Conduct a tour of the school for visitors [pupil to provide evidence] • Help to make our school a healthy place by bringing a fruit or vegetable snack for break time [teachers to do] 	<ul style="list-style-type: none"> • Once you have researched charities, make a donation to a food bank (or a food bank collection point in many supermarkets) and also make a donation during Harvest festival [pupils to provide evidence] • Conduct a tour of the school for visitors and highlight ways on which we are a Rights Respecting school [pupil to provide evidence] • Design a poster about healthy eating/snacks for break time that can be displayed around the 	<ul style="list-style-type: none"> • Do some research into extreme poverty on a global-scale. Look at the Oxfam initiative of funding a goat for a family in need. Join in with class discussions on this point to see if it is something we can organise as a class/year group. [This can be done during class time at a designated point during the school year] • Conduct a tour of the school for visitors, highlight the ways that we are a Rights Respecting school and let them know about some of the fundraising or charity initiatives (both locally and globally) that you have been involved in [pupil to provide evidence] • Design nutritionally balanced and healthy packed lunch using the information from the EatWell plate. Do research into your packed lunch

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	random snack checks]	school, in the school newsletter or in the lunch hall.	and provide the information in the format of your choice. Even better if you can also bring the actual lunch in with you!
I understand that being a responsible global citizen entails accessing a lot of information from various sources. I exercise my rights to Article 13 (Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law) and Article 17 (every child has the right to reliable information from the media) in a responsible and sensible manner.	<ul style="list-style-type: none"> • I agree to adhere to the internet safety code of practice discussed in school. [will be signed off once discussed with teacher] • Find out what the term 'Cyberbullying' means and come up with a definition that you can use to explain to others. [pupil to provide evidence] 	<ul style="list-style-type: none"> • Create a poster outlining the important information so that it can be used for display and to inform other students. [pupil to provide] • Research examples of cyberbullying in order to inform your year group. Can you find any details of real-life cases? What was the outcome for those involved?[pupil to provide evidence] 	<ul style="list-style-type: none"> • Create a 'What would you do?' scenario card aimed at teaching/reminding children in Year 3 & 4 about internet safety and how to deal with certain issues.[school to provide evidence when asked by pupil] • Send a secret message of encouragement to a pupil in another year group (the exact opposite of cyberbullying!). Make sure that it highlights something you have noticed about someone's strength of character, a particular difficulty they have overcome or something you have noticed that they have achieved. Hand the message to your teacher who will pass it on. Spread kindness![pupil to provide secret message to teacher]

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	<ul style="list-style-type: none">• Research the charity 'Childline'. What is the charity for? What does it do/help with? [pupil to provide evidence]	<ul style="list-style-type: none">• Once you have researched Childline, find out what the telephone number is and make up a rhyme to help others remember it. [pupil to provide evidence]	<ul style="list-style-type: none">• Create a poster about Childline for display around the school. [pupil to provide poster]
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