



Holte School Citizenship Policy

Lead member of staff:	Jennie Davis (Deputy to Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Non-statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
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Signed By Chair Of Governors: Ms C Hardy	C Hardy

1. Aims and objectives

1.1 Citizenship education prepares our pupils for life in modern Britain, helping them to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about character and the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, as they learn to appreciate what it means to be a positive member of a diverse society.

1.2 Pupils become informed, thoughtful and responsible citizens who are aware of their duties and rights and responsibilities. The teaching of Citizenship promotes their spiritual, moral, social and cultural development, making them more confident and responsible both in and out of the classroom. Citizenship education involves a wide range of different elements of learning, including:

- Knowledge and understanding - About topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law;
- Skills and aptitudes - Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- Values and dispositions - Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to: listen to, work with and stand up for others.

1.3 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (UNCRC) is at the heart of our ethos and our curriculum. The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 2, 3, 6, 12, 13, 14, 15, 17, 24, 28 and 29.

2. Content and delivery

2.1 Citizenship is in the national curriculum and is statutory in secondary schools. It is a natural place for many of the current requirements around SMSC, British values and the Prevent Duty. Citizenship teaching provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014). The citizenship curriculum fosters:

- keen awareness and understanding of democracy, government and law
- skills and knowledge to explore political and social issues critically
- skills and knowledge to weigh evidence, debate and make reasoned arguments
- pupils' ability 'to take their place in society as responsible citizens'.

For further information:

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

The delivery of Citizenship is monitored and reviewed by the Deputy to the Assistant Headteacher, Pastoral, in conjunction with Year Managers and the Assistant Headteacher, Teaching and Learning.

2.2 Citizenship education aims to develop knowledge and understanding, skills and aptitudes, values and dispositions in the context of learning grouped into three core themes:

- Democracy & Justice
- Rights & responsibilities
- Identities & diversity

Our Citizenship curriculum is closely linked with the recommendations of the Department of Education and the Association of Citizenship Teaching (ACT). Citizenship provides an opportunity for the school to promote pupils' social, moral, spiritual and cultural development, their character development, and the promotion of fundamental British values.

2.3 In Citizenship at Holte School we will:

- Create a comfortable classroom climate where students are confident and discuss their hopes, fears and sensitive issues
- Include opportunities for pupils to develop skills of critical thinking.
- Provide enrichment opportunities that support and develop our students emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our curriculum and respond to issues as and when they arise.

2.4 Mode of delivery - Citizenship is taught in a variety of ways. Some topics are taught in dedicated Citizenship times during our SMSC program of study (see appendix). Other topics are delivered

through three discreet 'Citizenship days' during the year. We develop Citizenship through activities and whole-school events e.g. the school council representatives from each year meet regularly to discuss school matters, charity events are run each year and we encourage the pupils to take part in our whole school sports day.

Citizenship is not just restricted to specific timetabled time. Citizenship is delivered within a whole-school approach. Many of the objectives are covered through other areas of the school's curriculum; attitudes and expectations of behaviour promoted by adults in the school using our core values.

2.1 Teaching Citizenship through curriculum areas – all curriculum areas are required to outline how their subject contributes to the delivery of Citizenship. An audit map is updated annually providing evidence of how Citizenship is delivered across the curriculum. Examples of how different areas of the curriculum deliver Citizenship include, but are not restricted to:

- English - skills in enquiry and communication, use of source, discussion and presentation of arguments, texts with personal, health and relationships issues.
- Mathematics - aspects of financial capability.
- Science - teaching and learning on health, drugs (including medicines), sex education, and safety.
- Design & Technology - health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environmental impact of products during design and make activities.
- ICT - finding ICT-based information, handling data, e-mail for communication and exchange ideas.
- History - ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity.
- Geography - implications of sustainable development for pupils' own lives; skills of geographical enquiry including communication, learning how people interact with the world.
- Modern Foreign Languages - communication in the target language and learning about culture, customs and beliefs.
- Art and Design - learning to respect differences between people through investigating work of artists, craftspeople and designers from Western Europe and the wider world.
- Music - making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education - teaching and learning about health and safety, development of co-operation and commitment.
- Citizenship - issues of politics and social policy; British values, democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Religious Education - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Business studies and economics - developing pupils' understanding of the world of work and their role as consumers, aspects of financial capability.

2.2 Teaching Citizenship through discrete Citizenship days - There are three Citizenship days a year for pupils in Key Stage 3 - 5 held once every term. There are six sessions lasting fifty minutes each, with a plenary undertaken during the following form time to consolidate and review the learning. The days are delivered via Year Teams and organised by Year Managers. They are delivered in this way to maximise the relationship between Form Tutor and pupil. There is also an additional day called the 'SMSC Beliefs and Values Day'. This is where some of the RE Curriculum is taught with topics such as 'Beginning and the end' and 'What is spirituality?'.

2.3 Teaching Citizenship through the SMSC programme of study. Additionally, Citizenship work is carried out during Form Time by Form Tutors. This is overseen and organised by the Year Manager. There is a SMSC program of study which runs alongside the Citizenship programme of study. The Year Manager arranges resources for the Form Tutors to teach once a week. They also deliver an assembly on a similar Citizenship topic to consolidate and further stretch learning. This SMSC programme of study was developed under guidance from the Association of Citizenship Teaching (ACT) and covers the 3 main themes of both Citizenship (found in the appendix).

2.4 Special Educational Needs (SEN) – Our Citizenship curriculum is fully inclusive and provision is reviewed in conjunction with the school's SENCo annually. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. When teaching Citizenship we take into account the needs of all students, including support strategies identified through behaviour and learning support plans. Teaching Assistants provide support to individual pupils and groups of pupils during citizenship days and for normal timetabled lessons. There may be circumstances where it is deemed necessary to create a nurture group led by the SENCo, or external agencies, to ensure that pupils with SEN can fully access the Citizenship curriculum.

2.5 Reporting on, and recording pupil progress - Assessment of the pupil's contribution and development takes place through pupil self-assessment, peer assessment and teacher assessment, as well as an end of year formative assessment. Pupil progress is reflected upon in end of year reports via Personal Learning Checklists and discussed with pupils during plenary sessions and academic mentoring.

2.6 Factual knowledge and understanding (effects of drugs; why hygiene is important; where support and help can be found etc.) are assessed using written and verbal tests as well as extended prose. However, our teachers recognise the need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process. For personal and social skills, the school will ensure that these are assessed in real or simulated activities, often using group or paired work.

2.7 Evidence of personal and social learning and development can come from peer and self-assessment, teacher observations, verbal feedback, written records within exercise books, and feedback from external agencies. Pupils make personalised notes on Citizenship days in their exercise books, as well as evaluate at the end of each day. These exercise books are kept in form rooms. Citizenship exams results, that all pupils sit, are kept centrally.

2.9 Resources for Citizenship - Staff use the objectives from the Citizenship and SMSC schemes of work to plan Citizenship lessons. Teaching resources are available in subject departments as well

as via the Citizenship coordinator. Holte School is working with local partners, agencies, theatre in education, LA advisers and consultants to ensure appropriate provision. There are opportunities to use community based agencies in school in order to accelerate the development of programmes and policies. Careful consideration is given to issues of content, co-ordination and consistency.

At Holte, all community based agencies who visit to provide curriculum support should be issued with 'guidance for visitors'. Prior to agencies attending the school, relevant staff ensure that:

- An 'Educational Visit Process' form and a 'Risk Assessment' is submitted for each visitor
- Photo ID obtained.
- A letter of assurance (if working alone with pupils, or once a week or at least 3 times in every 30 days, e.g. regulated activity).
- Appropriate checks have taken place of the material to be delivered by a DSL.
- Resources have been checked for suitability.
- Appropriate planning sheets/lesson plans have been produced and shown to SLT.
- Their input is integrated within a planned programme.
- School/class background information has been issued.
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

2. Monitoring and evaluation

2.1 Quality assurance is carried out on all Citizenship days and during form time (see appendix). All external visitors have their material vetted and then quality assurance is undertaken of their sessions. All students do evaluations of each Citizenship day, then results of these are analysed by Year managers. Records of the sessions are then shared with the pastoral team and discussions held in Year Manager and Pastoral meetings, where actions are developed. There are scheduled meetings before Citizenship Days to discuss and plan the sessions. Year Managers, the member of staff i.c of Citizenship and Assistant Headteacher Pastoral meet once a month in a meeting where Citizenship is always discussed.

2.2 Citizenship will be developed in line with the Strategic Development Plan and in line with government recommendations. At the end of each academic year there will be a review of the Curriculum delivered over the year so that any necessary changes can be accommodated in the next academic year. Parents and carers are an important part of the school improvement process and are invited to consult on provision for Citizenship, including relationships and sex education. As part of our program of study we also deliver a series of parent sessions throughout the year. We aim to deliver one of these parent information workshops once every half term. As well as these parent workshops we also send letters home before each Citizenship Day explaining what the pupils have learnt about during the Citizenship Day and offering helpful websites to find further information.

2.3 The governing board will approve the Citizenship policy, and hold the Headteacher to account for its implementation.

Appendix One - Citizenship programme of study

	PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Year 7	Transition and Safety	Rights, responsibilities & activism	Values & character	Careers, finance & the economy	Diversity, Prejudice & Bullying	Health & Puberty	Politics & the Law
Year 8	Healthy & unhealthy relationships	Community & Careers	PiXL Edge	Finance & the economy	Justice	Safety & wellbeing	Democracy
Year 9	Relationships & Sex	Rights in Action	Philosophy	Digital literacy	Celebrating Identity	Healthy Lifestyles	The Law
Year 10	Healthy Relationships	Making a difference	Religious Ethics	Life skills & employability	Living together in the UK	Exploring Influence	Power & Influence
Year 11	Wellbeing	Aspirations & destinations	Beliefs, practices & sources of wisdom & authority	Global Citizens	Life in the Modern World		
Year 12	Relationships & risk	Checks and balances	Religion, beliefs practices & teachings	Mental Health & emotional wellbeing	Identity & the Media	Aspirations & destinations	Politics & the Law
Year 13	Transition & safety	Community	Philosophy of religion	Independence	Healthy lifestyles		

Year 7						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Transition and safety	Rights & responsibilities	Values and character	Careers, finance & the economy	Diversity, prejudice and bullying	Health and Puberty	Power & Influence
1. Mental Health & emotional wellbeing 2. An introduction to study skills. 3. Personal safety strategies and travel safety. 4. First Aid & responding to an emergency. 5. Healthy relationships 6. The influence of friends: peer pressure	1. What are rights? 2. The UN Convention on the Rights of the Child. 3. Rights and responsibilities: freedom of speech 4. Protecting rights: Young people who changed the world 5. Protecting rights: Unicef 6. Protecting rights: guns, gangs, knives and youth violence.	1. What are values? (incl. the school's core values) 2. How British are British values? 3. What is spirituality? 4. Philosophy for children: debating controversial issues 5. Beginning at the end 6. Being me: character, virtues and values.	1. Employability, enterprise and leadership. 2. What are careers? 3. Equality of opportunity: know your rights. 4. The importance of mindsets 5. Saving, borrowing, budgeting and making financial choices 6. The economy	1. Prejudice, stereotypes and discrimination 2. Bullying: including online and offline. 3. Identity, diversity and values. 4. Migration: asylum, refuge and economic migration. 5. Gender deconstructed 6. Race and racism	1. Online safety: conduct, content, contact, commercialism 2. Managing conflict in relationships: iPeace 3. Healthy lifestyle choices: diet, dental health, physical activity and sleep. 4. Managing influence: alcohol, drugs and tobacco. 5. Puberty, including the menstrual cycle 6. Relationships and sex education: an introduction	1. Democracy at work in the UK. 2. Local government 3. The law: civil, criminal and the role of Parliament. 4. Reducing crime in our society. 5. Activism: charitable work in Birmingham. 6. The media and democracy

Year 8						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy & Unhealthy relationships 1. Relationships, marriage and divorce. 2. Bereavement and loss. 3. Grooming and criminal exploitation 4. What is parenting? 5. Child Sexual Exploitation (NHS visitors). 6. Teenage relationship abuse	Community & Careers 1. Careers advice and guidance: training & apprenticeships. 2. Careers advice and guidance: Unifrog 3. A model for learning 4. Pathways: preparing for GCSE 5. Employability skills and your future. 6. Volunteering	PiXL edge 1. Leadership 2. Organisation 3. Resilience 4. Initiative 5. Communication 6. Positivity	Finance & the economy 1. Study skill: retrieval practice and mnemonics 2 Active citizens: social enterprise. 3. The economy 4. Financial capability: savings (money charity). 5. Consumer and employee rights. 6. Online safety: the dangers of gaming and streaming.	Justice 1. The media: to inform or influence? 2. Discrimination and prejudice: Identity, homophobia and transphobia 3. Discrimination and prejudice: Windrush 4. A history of extremism and radicalisation. 5. Discrimination and prejudice: gender inequality. 6. Non-governmental organisations	Safety & wellbeing 1. Online safety: cyberbullying. 2. Health: sugar and energy drinks. 3. Mental health & wellbeing: Anxiety and stress 4. Managing risk: Alcohol 5. Managing risk: drugs & tobacco. 6. Health and hygiene	Democracy 1. Elections and voting systems. 2. How are laws made in the United Kingdom? 3. The Criminal Justice System. 4. The consequences of youth violence. 5. The United Kingdom and Europe. Beyond Brexit. 6. The role of the Member of Parliament

Year 9						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Relationships & Sex 1. Sexually Transmitted Infections (STIs) 2. Contraception 3. Healthy and unhealthy relationships (incl. sexual orientation, faith views, forced & arranged marriage) 4. Sex the law and consent. 5. Female Genital Mutilation (FGM) 6. No Outsiders: the LGBTQ+ community	Rights in Action 1. Financial capability: financial products/ service & debt. 2. The economy, taxation, government spending. 3. Active citizenship: eradicating global poverty. 4. The UK's role in the rest of the world: the UN, WTO and the Commonwealth. 5. Rights & responsibilities in challenging global situations: climate change. 6. Rights & responsibilities at work	Philosophy 1. Was God the first cause of everything? 2. Can you believe in God and evolution? 3. Why did Marx compare religion to a drug? 4. Are atheists right about faith? 5. God and the problem of suffering. 6. How ethical is artificial intelligence?	Digital literacy 1. Online safety: exploitation and sending nudes 2. Online safety: harmful content and illegal material. 3. Careers of the future: the changing employment map 4. Online safety: Managing online information 5. How does the teenage brain work? 6. Preparing for jobs: Personal branding	Living in the UK 1. Celebrating our identity: Black Lives Matter 2. Celebrating our identity: self-esteem / body image 3. Celebrating our identity: community cohesion. 4. Celebrating our identity: religion in the 21 st century. 5. Celebrating our identity: our values British? 6. Discrimination and the law.	Healthy Lifestyles 1. Food, diet, exercise & sleep + positive outcomes 2. Mental health: eating disorders & self-harm. 3. How to build good habits 4. Safety and First Aid 5. Study skills: summarisation, highlighting and flash cards. 6. Mental health: Depression and suicide.	The Law 1. Crime and Punishment: do prisons work? 2. Civil law: solving disputes. 3. Extremism and radicalisation: the far-right and the far-left. 4. Criminal and civil courts 5. The law in practice 6. Knife Crime

Year 10						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy Relationships 1. Violence & relationships: rape, harassment and domestic abuse. 2. Sex and the media: pornography. 3. Online safety: digital romance & exploitation. 4. What is family? (including civil and same sex relationships, young carers) 5. Honour based violence. 6. Pregnancy, fertility and miscarriage.	Making a difference 1. Ethical dilemmas: blood, organ and stem cell donation 2. Playing your part in a democracy 3. International crisis: Myanmar & Rohingya Muslims 4. Protecting the rights of the Child: Unicef 5. National crisis: eradicating youth violence. 6. Climate change: a justice issue	Religious Ethics 1. The family: religious perspectives. 2. Sex and relationships and religion. 3. Religion, equality and the role of women. 4. Religion, science and the origin of the universe. 5. Religion and ethics: abortion. 6. Religion and ethics: euthanasia.	Life skills & employability 1. Study smarter not harder, including cognitive load. 2. CVs and personal statements / Interview technique 3. What are employability skills? 4. Careers advice and guidance: Further Education 5. Online safety: digital identity, copyright and ownership 6. Study skills: note taking and re-reading	Living together in the UK 1. Celebrating diversity: respect and communities. 2. Colonialism and conquest: a history of Empire. 3. Prejudice, stereotypes and discrimination yr 7 4. Migration: advantages and disadvantages. 5. The Equality Act 6. Activism, advocacy, protesting and participation	Exploring Influence 1. Student elevation (DAM) 2. Online safety: live streaming and exploitation 3. Alcohol, drugs and tobacco education 4. Attachment, trauma and our wellbeing 5. Signposts to support: managing our mental health. 6. Gambling and gaming.	Power & Influence 1. Apart or together: the future of devolved government 2. The Media, misinformation and fake news. 3. Pressure groups and trade unions. 4. Extremism, radicalisation: managing risks online. 5. Should the media be free? 6. The law: a citizen's rights & responsibilities.

Year 11						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Aspirations & destinations 1. Study skills: spaced practice, interleaving and concrete examples 2. Time management 3. Careers advice and guidance: apprenticeships, training, employment & further education. 4. Independence: managing your money. 5. Acing your exams! What does effective revision look like? 6. Managing anxiety and stress.	Global Citizens 1. The development and future of human rights. 2. Israeli Palestine Conflict 3. Extremism and radicalisation: lessons from 9/11. 4. Black Lives Matter and the issue of civil rights 5. Supporting society: responding to terrorism 6. Human rights: Amnesty International	Beliefs, practices & sources of wisdom & authority 1. The nature of God 2. Religious beliefs: Islam and Christianity. 3. Religion and the problem of evil and suffering. 4. The importance of places of worship. 5. Spirituality and religion 6. Inspiration, leadership and religious role models	Wellbeing 1. Sexual health: contraception and fertility 2. Risky behaviour: consent, STIs, alcohol and drugs 3. Exploring sexuality and gender 4. Online safety: sending nudes and exploitative behaviours. 5. Sex and relationships: support and self-screening (e.g. STIs, cancers) 6. Abusive relationships.	Life in the Modern World 1. Extremist narratives: stories of desistance. 2. Youth violence: stories of desistance. 3. Sexism, misogyny and violence against women 4. Discrimination and prejudice: Islamophobia and anti-Semitism. 5. Globalisation: the global economy and recession. 6. The media: legal, decent, honest and truthful?		

Year 12						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Health & wellbeing	Citizenship Identities & diversity	PSHE Living in the World	Citizenship Democracy & Justice
1. Gender and sexual diversity 2. Effective study skills for A'Level and beyond 3. Online safety: blackmail 4. Sexual Health	1. What are universal human rights and how do we protect them? 2. How do citizens bring about change in the legal system? 3. How can citizens bring about political change? 4. Rights in action: Black Lives Matter	1. The principles and values that underpinning British society. 2. Religious pluralism and theology in the 21 st Century. 3. Religion and ethics: medicine and science. 4. Religion and ethics: conscience.	1. Mental health: managing stress and anxiety. 2. Mental health and emotional wellbeing <small>Swapped with day 1</small> 3. Healthy lifestyles: managing personal health. 4. Healthy lifestyles: alcohol, drugs and tobacco.	1. What do we mean by identity? 2. The role of the media and the free press? 3. How can citizens make their voice heard and make a difference in society? 4. Discrimination and prejudice: hate crime.	1. Careers advice and guidance: apprenticeships. 2. Careers advice and guidance: taking a gap year. 3. Careers advice and guidance: university. 4. Careers advice and guidance: employment.	1. Political Ideas 2. Government and politics of the UK. 3. The nature of law and the English legal system. 4. Criminal law
Year 13						
PSHE Living in the World	Citizenship Rights	SMSC Beliefs & Values	PSHE Relationships	PSHE Health & wellbeing		Citizenship Democracy & Justice
1. Financial choices 2. Work and career 3. What does effective revision look like? 4. Media literacy and digital resilience	1. Employment rights and responsibilities. 2. Rights and responsibilities: the Equality Act 3. Youth violence – an issue of rights and responsibility? 4. Bullying, abuse and discrimination	1. The nature or attributes of God. 2. What is philosophy? 3. Religious experiences 4. Soul, mind and body	1. Forming and maintaining respectful relationships. 2. Sex and history 3. Abusive relationships, incl. FGM and forced marriage. 4. Contraception and parenthood	1. Mental health and emotional wellbeing 2. Managing risk and personal safety 3. Online safety: online relationships. 4. First aid		

Appendix Two – Quality Assurance Form

Evidence form – Citizenship				
Staff	Observer	Date	Period	Form group
Focus		Additional comments or notes		External visitor – Yes / No
				Details if yes:
Area		Tick	Comments	
Positive relationships evident between teachers & pupils				
Equipment and organisation meets school's expectations				
School expectations regarding behaviour are reinforced				
There is an 'exceptionally positive climate for learning'				
Citizenship is taught according to the programme of study				
Opportunities for the development of literacy/numeracy				
Opportunities for pupils' SMSC development				

Evaluation

Strengths

Development Points