

CITIZENSHIP DEVELOPMENT PLAN 2018 - 2019

Objectives	Actions to achieve objective	Lead	Intended Outcomes	Impact
Leadership, management and managing change	Link governor for SMSC identified.	FCr	To work with Governor on SMSC. To ensure up to date curriculum based on local priorities and data. Link governor for SMSC meets at least once a year with SMSC Lead, and shows interest in and reports back to governing body on all aspects of SMSC development.	I can access a current SMSC curriculum.
Policy development	Get a measure of where you are now – complete audit. Update website.		The subject links to and is consistent with policies in the school. Website to have up to date subject information.	I can see up to date information about SMSC on the website.
Curriculum planning and resource, including working with external agencies	Complete a subject audit. All plans are clear with tightly focused objectives and intended learning outcomes. Activities support the learning objectives and allow for differentiation.	FCr	BV is an identifiable part of the SMSC education curriculum, which has planned, timetabled lessons across all Key Stages. Resources are carefully selected for their suitability and reviewed for effectiveness once in use. Use the audit tool to RAG-rate your current SMSC curriculum and to identify	I can look at detailed SMSC planning with long and short term learning objectives.

			<p>next steps.</p> <p>Commitment to develop SMSC across the culture of the school, and impacting on the local community.</p>	
Teaching and learning	<p>Lead to attend PSHE CPD Program</p> <p>Look into a range of resources available.</p> <p>Sharing of good practice.</p> <p>SMSC Lead has SMSC - related performance management targets.</p> <p>Students access resources that are relevant to their 'real life experiences'.</p> <p>Effective use made of ICT to access resources.</p>	FCr	<p>A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.</p> <p>Pupils feel safe in SMSC lessons, for example through use of group agreements.</p> <p>SMSC is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.</p> <p>Provision is monitored regularly.</p>	I can have effective/real life SMSC lessons that are informed by local priorities and data.
School culture and environment	<p>Expectations of learners' work in SMSC are consistent with other subjects.</p>	FCr	<p>SMSC portfolio's produced to show impact of learning.</p> <p>The school ensures that SMSC is embedded in the school's values and moral framework.</p>	I can look at my work up on the notice boards and in the SMSC portfolio.
Giving pupils a voice	<p>Learners encouraged to investigate, express opinions and listen to others.</p> <p>Learners involved in the process, given opportunity for reflection on their learning, or feedback on how</p>		<p>All pupils are given opportunities to comment on SMSC and practice in the school and their views contribute to curriculum</p>	I can have a say through the Pupil Voice about SMSC.

	<p>to improve.</p> <p>Use of Pupil Voice – class meetings.</p>		<p>planning and evaluation of effectiveness.</p> <p>The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and SMSC needs met.</p>	
Provision of pupils' support services	<p>Look at local provisions to support pupils.</p>		<p>The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.</p>	<p>I can find contact details for local provisions to support SMSC.</p>
Staff professional development needs, health and welfare	<p>Discuss in Teachers' meetings</p> <p>Teacher Questionnaire</p>	FCr	<p>The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.</p> <p>SMSC are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.</p>	<p>I can have access to quality teaching and learning across the Key Stages.</p>
Partnerships with parents, carers and local communities	<p>Use newsletters to share subject information.</p> <p>Parents evening/coffee morning.</p>		<p>Parents and carers are well informed about SMSC and gives them regular information about what is provided and accessible opportunities to comment on teaching and learning.</p> <p>Information is provided to support parents and carers in fulfilling their role as educators about SMSC at home.</p>	<p>I can talk to my parents/carers about SMSC.</p>

<p>Assessing, recording and reporting pupils' achievement</p>	<p>Assessment is integrated into lesson plans, usually including baseline activities, some opportunities to gauge understanding throughout the lesson and/or reflect on the learning and activities that demonstrate or measure progress at the end.</p> <p>Work is 'marked' in line with school policy and in relation to the learning objectives and outcomes.</p>	<p>FCr</p>	<p>Discussion is a strong feature.</p> <p>Assessment opportunities are built into the SMSC lessons and programme.</p> <p>SMSC is assessed on skills and attributes as well as on knowledge.</p> <p>Part of the assessment involves pupils being asked to reflect on their work and learning.</p> <p>Parents receive information about pupils' learning in SMSC.</p>	<p>I can say how well I am doing in SMSC.</p>
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