

The curriculum is designed to be well-balanced and gives rich opportunities. There is an absolute commitment at The Castle School that personal development opportunities are accessed universally and with full equity. We know that all students benefit from this, especially those who are most vulnerable. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life, and is highly effective in delivering outcomes. Our students will be widely educated, with experiences that include consideration of the best that humanity has produced: words, art, ideas, science. We want to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life, live well and are decent human beings.

**Our personal development curriculum intent is clear that we as leaders and staff at The Castle School want every student to access the quality of experiences that we expect for our own children.** Every child has their future pathways shaped by us, ready to tackle the opportunities life will offer. We go far beyond the National Curriculum and use the curriculum time to shape kindness, compassion and empathy, celebrate equality and diversity, delivering rich and broad experiences, securing belonging and participation, in order to achieve in the broadest sense. Students leave The Castle School having the strongest sense of right and wrong, ambitious for themselves and with the knowledge of how to navigate the world and their responsibilities within it. Personal development is not a bolt on to a rigorous academic experience – they are truly aligned at The Castle School.

**The Castle School believes character education is vital to empower students, giving them the knowledge they need to make sense of the world and grow into citizens who make a difference. The building blocks of building character:**

***Achieve:*** Determination, perseverance, motivation, resilience, confidence, teamwork, ambition

***Belong:*** Integrity, kindness, compassion, empathy, humility

***Participate:*** Community awareness, volunteering, service, neighbourliness

### Intent:

- Nurturing of positive relationships to support student wellbeing, where they feel seen, valued and understood.
- Underpinned by kindness and empathy, where equality and diversity is understood and celebrated.
- Exposure to different cultures and experiences, in order to develop global understanding and thrive in the modern world.
- Entitlement to enrichment irrespective of background – our offer is universal, with optional (choice) and targeted strands.
- Embed fundamental British Values into everyday behaviours, so students do this automatically. Celebration (not tolerance) of diversity.
- Extend the definition of disadvantaged to the widest extent in order to give personalised support to students who need it.
- Recognise that strong, positive, trusting relationships are at the core of what we do – linked to the guiding principles: classroom culture, particularly:
  - Resolving conflict takes place across the school – both between peers and between peers and adults.
  - Adults teach and model behaviour that is expected of everyone in our school community. We have the highest of expectations for everyone.

**Priorities Summary**

**PSHE and tutor time curriculum:**

- PSHE assessment to be regular, useful and informs curriculum refinement
- PSHE specialist team are well led to ensure consistency of delivery, focus on key knowledge and access CPD needed
- PSHE curriculum map is refined in line with national and local priorities, and statutory requirements, without compromising on planned knowledge
- SEND students have additional input as required to ensure their PSHE knowledge is embedded, both in lessons/assemblies and in interventions
- Tutor time PSHE programme thoughtfully matches knowledge sequenced in assemblies and whole school messages
- Tutor time reading ensures equity of exposure to challenging literature, insisting on all students reading aloud and sharing experiences

**School Culture and PD across the curriculum:**

- Sexual harassment, violence and abuse are not tolerated – with students taught clearly how to report, challenge and support linked to this
- Ongoing focus on established fundamental British Values across the curriculum, ensuring equality for all and a celebration of difference
- Colleagues are well informed of both the vision and the detail around personal development
- SMSC is mapped and monitored, then refined where needed in a timely manner
- Lost learning is prioritised and planned for, linked to impact of belonging and achievement

**Participation, Enrichment and Careers/Post-16 Progression:**

- Deliberate facilitation of character building through opportunities including volunteering, expeditions, leadership, buddying
- Curriculum enrichment days are beneficial and planned to enhance universal provision
- Volunteering opportunities develop further – linked with existing programmes of The Castle Challenge (Yr 9 universal), Enterprise Project (Yr 10 universal), National Citizenship Service (Yr 11 optional) and Duke of Edinburgh (Yr 10 optional)
- Maintain focus on building further the careers and post-16 planning to ensure rich opportunities for all, with zero NEETs
- Participation that is sustained across a broad set of domains for all children – with a review of the enrichment programme and development of further opportunities for those who need it, particularly 'Friday Challenge'

**Overarching focus for all priorities is for vulnerable students who do not attend regularly – who miss opportunities and knowledge – targeted, bespoke planning**

Priority / Success Criteria	Specific actions	Who?	Update and monitoring for Governors and SLT	RAG rate and date	
<b>Priority Area 1: PSHE and tutor time curriculum</b>					
<b>1.1</b>	PSHE assessment is regular, useful and inform curriculum refinement	<p>PSHE specialist team complete short pre-session and post-session quiz on Teams, set as a compulsory homework and managed in line with systems.</p> <p>PSHE specialist team use retrieval practice questions at start of every session to assess prior knowledge from the year.</p> <p>Assessment information is collated and used to determine whether students are at age-related expectations or not.</p> <p>Ensure specialist team are able to assess students from their sessions, in line with cross-Trust agreements. This needs to link to assessment by the tutor from the tutor time PSHE sessions.</p> <p>PSHE specialist team meet to use assessment information and data to inform curriculum refinement and review of curriculum map.</p> <p>Student voice is captured through PSHE Prefects, surveys and meetings to continually review the provision and sequencing of knowledge.</p> <p>Line management of Head of PSHE enables other actions to happen and pulls together whole school picture and strategies.</p>	<p>MWI</p> <p>MWI</p> <p>MWI</p> <p>MWI &amp; JWO</p> <p>MWI</p> <p>MWI/SLT</p> <p>JWO</p>		

<p><b>1.2</b></p>	<p>PSHE specialist team are well led to ensure consistency of delivery, focus on key knowledge and access CPD needed</p>	<p>All PSHE documents are up to date and maintained, held centrally in Teams and then regularly shared/linked to.</p> <p>Curriculum map is accurate and specific in terms of what is being taught and when, and how this knowledge is carefully sequenced.</p> <p>Expectations of high quality PSHE specialist team lessons are written and circulated to the team.</p> <p>Quality assurance is carried out within the whole school curriculum and pedagogy reviews, in line with all other faculties.</p> <p>CPD in place for individual teachers in the specialist team – new colleagues to the team will require more. The whole team will require bespoke CPD focussed on new or difficult/sensitive topics – specifically identified gender and harmful sexual behaviour. CPD plan to address this, linking with external organisations if appropriate, but also within the Trust.</p>	<p>MWI</p> <p>MWI</p> <p>MWI</p> <p>JL/JWO/ MWI</p> <p>MWI</p>		
<p><b>1.3</b></p>	<p>PSHE curriculum map is refined in line with national and local priorities, and statutory requirements, without compromising on planned knowledge</p>	<p>Curriculum map continues to be reviewed in line management meetings, where any statutory guidance changes are checked.</p> <p>Policies updated as per whole school/Trust scheduling and then acted upon within school. Policy consultation with all stakeholders.</p> <p>Any local, national or international events that take place are carefully considered for inclusion in the PSHE curriculum.</p>	<p>MWI</p> <p>MWI/ JWO</p> <p>MWI/ JWO/JL</p>		

1.4	SEND students have additional input as required to ensure their PSHE knowledge is embedded, both in lessons/assemblies and in interventions	Plan a system/process to ensure key adults are utilised in securing PSHE knowledge, when this happens and how communication happens to ensure this is always in place for students who need it. For specialist team sessions, this should link to the quizzes on Teams to sharply identify prior and post-session knowledge.	MWI/EHI/ TK/SS		
1.5	Tutor time PSHE programme thoughtfully matches knowledge sequenced in assemblies and whole school messages	<p>Tutor time curriculum is planned in advance to allow time to plan the tutor time PSHE session and share with colleagues in advance, to allow time to prepare and plan fully for their children.</p> <p>Tutor time PSHE session knowledge is planned linked to House/SLT assembly focus and considers key stage with content.</p> <p>Tutor time PSHE is quality assured for both coverage and built knowledge, using the same system as HoH knowledge checks.</p>	<p>MWI/ specialist team</p> <p>MWI</p> <p>HoH/SLT</p>		
1.6	Tutor time reading ensures equity of exposure to challenging literature, insisting on all students reading aloud and sharing experiences	<p>Tutor time reading programme for the year is circulated and clear. Challenging, variety of texts.</p> <p>Vision and reasoning for the tutor time reading programme is shared, in terms of delivery and plan.</p> <p>CPD in place for colleagues to see modelled reading techniques to use in the classroom.</p> <p>Tutor time reading is quality assured: that it is happening, that all students read aloud.</p>	<p>LJ</p> <p>LJ/JWO</p> <p>LJ</p> <p>LJ/JW/ HoH</p>		

**Priority Area 2: School culture and personal development across the curriculum**

<p><b>2.1</b></p>	<p>Sexual harassment, violence and abuse are not tolerated – with students taught clearly how to report, challenge and support linked to this</p>	<p>PSHE and tutor time curriculum clearly proactive and strategic with the teaching of HSB at timely intervals, sequenced.</p> <p>Surveys calendared – each year group, twice a year.</p> <p>Safeguarding review focus to QA this, as well as SLT weekly culture checks to review strategic plan.</p> <p>Senior Students focus on HSB and the white ribbon promise to continue, with noticeboards, bulletins, assemblies and awareness raising events.</p> <p>Explore the RAMPS approach used in other schools in the Trust.</p>	<p>MWI/ JWO</p> <p>JWO/JL</p> <p>JWO</p> <p>JWO</p> <p>JWO</p>		
<p><b>2.2</b></p>	<p>Ongoing focus on established fundamental British Values across the curriculum, ensuring equality for all and a celebration of difference</p>	<p>Curriculum leaders to ensure they contribute accurately to the collation of where FBVs and equality and diversity are taught across the curriculum.</p> <p>Where there are potential gaps or opportunities, develop this further.</p>	<p>HoF/HoS/ 2<sup>nd</sup>s/FG/JL</p>		
<p><b>2.3</b></p>	<p>Colleagues are well informed of both the vision and the detail around personal development</p>	<p>PD One document to be updated once other review completed and then circulate to all colleagues, as well as the PD strategy and other key documentation (via the School Sharepoint).</p> <p>Whole staff messages through meetings, bulletins, other opportunities to ensure there is a commitment to universal provision.</p>	<p>JL/JWO/ DBE</p> <p>SLT</p>		

2.4	SMSC is mapped and monitored, then refined where needed in a timely manner	Curriculum leaders to ensure they contribute accurately to the collation of where SMSC is taught across the curriculum. Where there are potential gaps or opportunities, develop this further.	HoF/HoS/ 2 <sup>nd</sup> s/FG/JL		
2.5	Lost learning is prioritised and planned for, linked to impact of belonging and achievement	<p>Lost learning strategy is refined and updated as the context evolves.</p> <p>Colleagues within faculties have clear expectations as to how they approach lost learning and ensure knowledge gaps are filled. This should be quality assured through book scrutinies and speaking to students. Teachers hold responsibility for all students on their class lists, not just those present in the classroom.</p> <p>Pastoral leaders prioritise knowledge checks and ensure students most absent are supported, discussed within student focussed meetings where appropriate, and link with teaching colleagues.</p> <p>Willow, Return to Learn and Qdos are tightly monitored and managed, to ensure lost learning limited. There is a joined up approach to supporting knowledge gaps and a half termly meeting pulls this together to review processes.</p> <p>Pastoral strategies for behaviour (reducing suspensions) and attendance aim to limit absence and therefore lost learning.</p>	<p>JWO</p> <p>HoF/SLT/ teachers / SEN</p> <p>JWO/DB/ SS/HoH</p> <p>SS/JW/ STH/DBR/ SEV/HoF</p> <p>JW/DBE/ HoH</p>		

**Priority Area 3: Participation, enrichment and careers/post-16 progression**

3.1	Deliberate facilitation of character building through opportunities including volunteering, expeditions, leadership, & buddying	<p>Strategic plan for curriculum opportunities in place, regularly reviewed and refined, with a focus on universal provision at the core. Best efforts are made for absent students or those with bespoke timetables to ensure they benefit.</p> <p>Bespoke opportunities are created or utilised to target those students who would benefit most, or who are not participating.</p>	<p>SLT/HoH/ HoF</p> <p>DBE/HoH</p>		
3.2	Curriculum enrichment days are beneficial and planned to enhance universal provision	Communication with wider leadership team to ensure a collaborative offer in place, reviewed annually and refined. Including consideration of cost, sequencing of experiences, across all aspects of personal development.	SLT/MWI/ JJC/ school leaders		
3.3	Volunteering opportunities develop further – linked with existing programmes of The Castle Challenge (Yr 9 universal), Enterprise Project (Yr 10 universal), National Citizenship Service (Yr 11 optional) and Duke of Edinburgh (Yr 10 optional)	<p>Explore the NCS programmes early in the year, given we have a new provider. Bring in to school and promote well.</p> <p>Refine the Enterprise Project to ensure there are tightly assigned roles that mean all students take part and play an active role. This should be tracked on Absolute Ed if feasible to monitor.</p> <p>Review positives and next steps of The Castle Challenge now that we are two years in. Build on volunteering opportunities and build scope and creativity with what students get the chance to do.</p>	<p>DBE</p> <p>DBE/DS</p> <p>DBE</p>		
3.4	Maintain focus on building further the careers and post-16 planning to ensure rich opportunities for all, with zero NEETs	<p>Promote and increase careers education in the curriculum across all year groups.</p> <p>Increase student and parental involvement and confidence in career planning.</p>	<p>JJC</p> <p>JJC</p>		



		<p>Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.</p>	<p>JJC</p>		
<p>3.5</p>	<p>Participation that is sustained across a broad set of domains for all children – with a review of the enrichment programme and development of further opportunities for those who need it, particularly ‘Friday Challenge’</p>	<p>Embed AbsoluteEd for every colleague, every opportunity, so it is accurately tracked and monitored.</p> <p>Use the data to track domains early on each half term, then work with HoF to set up additional participation opportunities.</p> <p>Speak with students about what they enjoy and what they would like – successes with self-defence and cheerleading in PE but wider curriculum offer needed.</p> <p>Put together an annual calendar for Friday Challenge so there is time to plan for colleagues and students.</p> <p>Develop further a media team and promotion to capture the energy and excitement of Friday Challenge, as well as other House participation events.</p> <p>Through pastoral meetings &amp; student focussed meetings, identify students not participating and plan that they are – ambitious for sustained participation for every student.</p>	<p>DBE</p> <p>DBE</p> <p>DBE/HoF</p> <p>DBE</p> <p>DBE</p> <p>DBE/HoH</p>		