



# The Castle PSHE Curriculum

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A guide for parents and  
carers, staff and visitors



# PSHE

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The PSHE curriculum supports the school's key values, which are:

- respecting and valuing ourselves and others.
- having fun learning, playing, and socialising.
- aiming high and celebrating success.
- preparing for life in the wider community.







## Pre-formal

proactive and reactive



### Aims:

- build awareness of self, others, and social and emotional needs
- build social interactions and friendships
- build early communication skills

### Delivery:

- embedded holistically throughout the day

## Semi-formal



### Aims:

- build friendships
- explore PSHE linked to class story topic
- experience PSHE across each day and linked to individual EHCP targets
- develop life skills

### Delivery:

- embedded provision throughout the day
- some classes may have discrete sessions delivered by class teachers

## Formal



### Aims:

- enhance social and conversation skills
- build knowledge about personal safety, emotional and mental health and wellbeing
- prepare for adulthood

### Delivery:

- discrete sessions delivered by class teachers following a central scheme of work



# Introduction

## How we organise learning

Personal, Social and Health Education (PSHE) is central to everything we do at Castle. Every child has targets set in their Education, Health and Care Plan that are related to their social emotional and mental health and communication needs. These are addressed through our rich and varied curriculum.

Our aim for every child is to be able to respect and value themselves and others, to have fun learning, playing and connecting with others, to aim high and celebrate success, and to prepare for life in the wider community. We focus on these aims at every opportunity, whatever the child is doing, be it in lessons, on visits such as horse riding, residential trips, work experience, and in all the times in between.

For some of our pupils, discrete PSHE lessons are appropriate, where they are taught a range of topics and themes commensurate with the Department for Education statutory guidance. Pupils' learning will be through activities and experiences which are designed to encourage learning of the appropriate skills and knowledge.





# How we sequence learning and plan for progression

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We follow the PSHE Association Planning Framework, which divides the curriculum into six areas. These six areas lead directly towards, and are dovetailed with, the aims and objectives outlined in the Preparation for Adulthood agenda. These six areas also link to the Birth to Five matters framework that has been used to develop the EYFS and KS1 PSHE curriculum.

Progression is shown through a pupil's passage across the phases and the levels of engagement in the curriculum, as well as an increased ability to meet the outcomes and targets in each pupil's EHCP.

From September 2024 we will be using the Autism Education Trust Framework to both assess progress in PSHE and for target setting in individual Education, Health and Care Plans.





# Specific taught curriculum based on National Curriculum programmes of study

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## The six areas of the PSHE programme of study:

1. Self-awareness (me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, support and safety (looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing feelings (understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and growing (how I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy lifestyles (being and keeping healthy, physically and mentally)
6. The world I live in (living confidently in the wider world)



# Strands of learning

Some PSHE teaching is adapted and delivered in response to specific situations and individual needs that arise, using responsive and targeted teaching. This could include safeguarding situations, parental requests and world events. We believe that outside events can be invaluable teaching opportunities that help our pupils to understand and reflect on the world and their place in it.

We tailor our teaching and learning to our pupils' abilities and interests. For some pupils, PSHE is delivered through direct experiences and activities such as play. For others the curriculum is more formal with discrete lessons.





# Cross-curricular learning

PSHE teaching is closely linked to the EHCP process in the school. Teachers have a close knowledge of each pupils' levels of development.

PSHE teaching will be incorporated within pupils' school experience. PSHE targets are the targets in each child's EHCP and the whole curriculum is designed to meet these targets. Each pupil's daily activities will give rise to opportunities to teach to, or reinforce, their EHCP outcomes and targets.

The delivery of PSHE and how it is embedded in cross curricular learning is dependent on the pathway and individual pupils needs. PSHE will range from building awareness of self to learning structured through topics and themes.





# Preparing for adulthood

## Preparing every pupil for their next steps

Our focus on Preparation for Adulthood starts in Early Years and progresses through the school. This is heavily supported by strong community links and projects.

### Employment

- Work Related Learning and careers programmes for KS4
- Links to Project Choice

### Independent Living

- Focus on developing life skills e.g. independent travel and cycling
- Links to social care

### Community inclusion

- Strong community links
- Projects with National Citizen Service
- Arts projects

### Health

- Taught within PSHE
- Project with School Nursing team



# Core vocabulary

We believe in equipping our pupils with the skills and knowledge to make them as independent and successful as possible. We aim for our pupils to be, as far as possible, self-regulated, assertive, empathetic and resilient learners. This means that we help them to be able to function in as wide a range of environments as possible.

There is a body of knowledge we want our children to learn but there are also fundamental skills such as communication, being able to form connections with others, being able to express oneself as clearly as possible, being able to negotiate and problem-solve with others, that we want our pupils to develop as far as they can

Therefore core vocabulary in PSHE includes vocabulary relevant in developing early communication and core vocabulary attached to topics and themes. Specific core vocabulary is signposted through the programme of study.





# Celebrations and events

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We adapt our curriculum to promote the awareness of Equality, Diversity & Inclusion Events that are scheduled throughout the year, such as mental health week and anti-bullying. We give our pupils access to a very wide range of activities which includes:

Community visits – horse riding – leisure centres – theatres – recycling centres – residential experiences – Duke of Edinburgh challenges – camping trips – work experience – other schools –  
- shopping – monuments and churches – driving school – concerts in West Road – dance studio - religious celebrations – themed discos - and all the rest



# Extended opportunities and partners

Castle School is extremely proud of all the extended opportunities that are available to our pupils. Pupils work with a variety of external agencies such as:

- The Phoenix Trust
- The Raptor Foundation
- Kelsey Kerridge
- The Cooperative
- The Police
- Wimpole Home Farm
- Snake Hall Farm
- Cambridge Regional College including the Huntingdon campus





# Resources

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PSHE association

<https://pshe-association.org.uk/resources-landing>

The PSHE Resources Library (on Teams) contains an array of resources on all the topics in the programme of study



# Assessment and accreditation

Evidence of PSHE learning is not limited to formal lessons; it presents throughout each day. Target setting is based around the education, health and care plans and assessment is against the targets set in the EHCP. The targets set in the EHCP are agreed with parents and inform the teaching and therefore assessment for each child.

We use several frameworks to structure our teaching, including Birth to Five Matters, The PSHE Association Programme of Study, and Preparation for Adulthood. In September 2024 we will start using the Autism Education Trust Framework to structure our assessments of pupil progress in PSHE.

