Castle School
Together We Learn

Castle School
PSHE Curriculum

A guide for parents and carers, staff and visitors

Be Confident | Be Kind | Be Creative

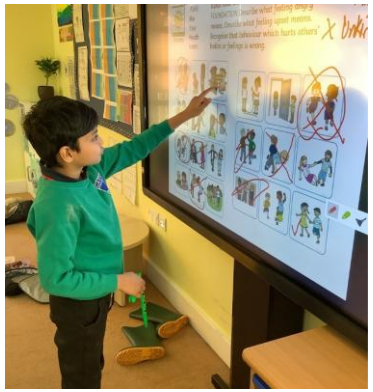
PSHE

Personal, social and health education is an essential part of the educational provision at Castle School. We aim for our pupils to make the best of themselves and the opportunities they have, to make their way in the world.

PSHE is taught in several ways:

- The Taught Curriculum – discrete lessons
- Indiscrete Curriculum - embedded into routines and interventions
- Implicit Curriculum – responding to learners needs
- Cross Curricular links
- Personal Development (EHCP)
- Relationships and Sex Education
- Extended Opportunities and Enrichment
- Further links around PSHE at castle school (internal only) |
- Taught Curriculum (Schemes of Work) | Pathway Overview with Indiscrete Teaching
- PSHE Resource Library | PSHE Policy





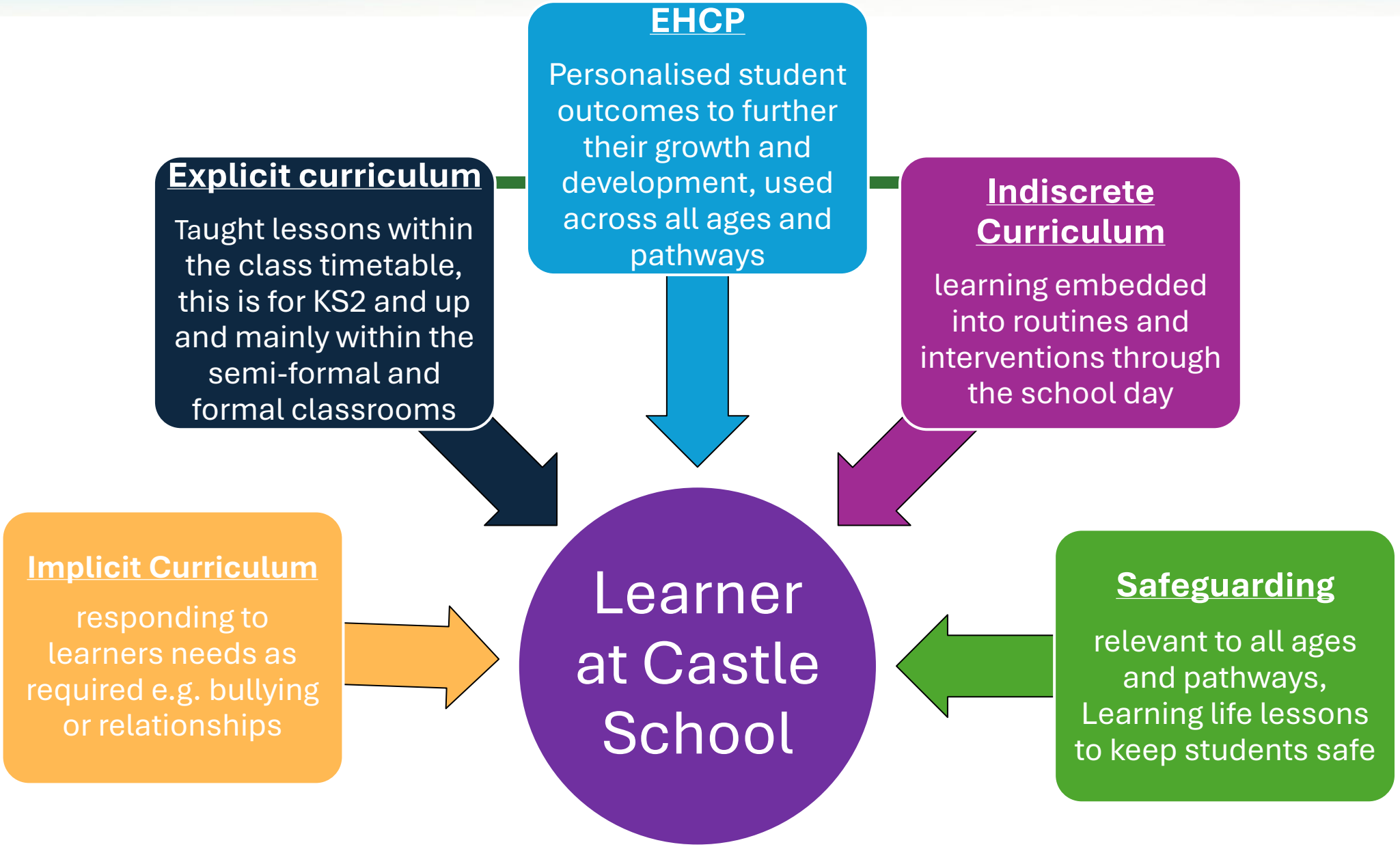


Curriculum Intent

At Castle School Cambridge, PSHE is the thread that runs through our whole curriculum. We nurture Communication, emotional regulation, healthy relationships, self-advocacy and safe decision-making so that every learner grows in confidence, belonging and independence in the wider community.






EHCP
Personalised student outcomes to further their growth and development, used across all ages and pathways
Explicit curriculum
Taught lessons within the class timetable, this is for KS2 and up and mainly within the semi-formal and formal classrooms
Indiscrete Curriculum
learning embedded into routines and interventions through the school day
Learner at Castle School
Implicit Curriculum
responding to learners needs as required e.g. bullying or relationships
Safeguarding
relevant to all ages and pathways, Learning life lessons to keep students safe

Our Pathways

Pre-Formal (Reactive and Pro-Active)

Aims:

- Build relationships with peers and supporting adults
- Develop self confidence and self awareness
- Participate in sensory exploration and manage sensory needs
- Develop independent living and life skills
- Readiness for learning

Delivery:

- Embedded holistically throughout the day
- Explicit teaching relating to EHCP targets

Semi-Formal

Aims:

- Learning related to 6 areas;
- Develop self-awareness
- Understanding of self-care, support and safety (including online safety)
- Managing feelings and relationships
- How we change and grow
- Creating a healthy lifestyle
- Living confidently in the wider world

Delivery:

- Embedded holistically throughout the day
- Some may have discrete sessions on the class timetable planned and delivered by class teachers, following a taught curriculum

Formal

Aims:

- Greater depth in learning related to 6 areas;
- Develop self-awareness
- Understanding of self-care, support and safety (including online safety)
- Managing feelings and relationships
- How we change and grow
- Creating a healthy lifestyle
- Living confidently in the wider world

Delivery:

- Discrete sessions on the class timetable planned and delivered by class teachers, following a taught curriculum
- Indiscrete embedded holistically throughout the day

The Taught Curriculum Information

The PSHE curriculum at Castle School is based on the PSHE Association Planning Framework but has been adapted to better suit our pupils needs. The PSHE Association Planning Framework divides the curriculum into six areas, each of the six areas are subdivided into topics. The 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.

Each half term focuses on one of the six areas, and the long-term plan maps what topics are covered at each key stage.

Autumn	Half term **1**	**Healthy Lifestyles**
	Half-term **2**	**Self-Care, Support and Safety**
Spring	Half term **1**	**Self-awareness**
	Half-term **2**	**Managing feelings**
Summer	Half term **1**	**The world I live in**
	Half-term **2**	**Changing and growing**

How we sequence learning and plan for progression

In the semi-formal and formal pathways pupils are assessed using an assessment framework based on the PSHE Association Planning Framework.

Learning outcomes and 'I can' statements for each topic area are written in progressive stages, starting with 'Foundation' (Underpinning learning), through to the final stage, 'Enhancement' (applying learning in different contexts). Each stage builds on the one before, assumes that the pupil has met the previous stage's outcomes, and in some cases introduces new or additional learning in successive stages.

Progression is also seen as pupils progress through the key stages and different topics are covered dependent on age and stage.



A Responsive Curriculum

There are times when 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.



An Indiscrete Curriculum

Learning within our indiscrete curriculum takes place continuously throughout the school day, with key areas of PSHE embedded naturally into daily routines, interactions and interventions. This approach allows pupils to develop essential skills in real, meaningful contexts, helping them understand and apply their learning as situations arise.

Whether through social communication during shared activities, independence skills practiced in everyday tasks, or emotional regulation supported through guided routines, pupils experience PSHE learning in a way that is relevant, responsive and fully integrated into their school life. By teaching in this embedded and flexible way, we ensure that pupils build confidence and competence across a wide range of developmental areas, supporting their progress now and in the future



EHCP and Long-term outcomes

Learning is often adapted and delivered in direct response to the personalised outcomes set within each pupil's EHCP, ensuring that teaching is purposeful and aligned with their long-term development. These outcomes guide us in targeting the specific areas each learner needs to develop for their future, whether this involves communication, independence, social understanding, emotional regulation or puberty.

Through personalised support, focused interventions and carefully structured opportunities, we help pupils build the skills they need both now and for the years ahead. We believe that meeting these outcomes is essential in preparing pupils for the next stages of their lives, and we shape our teaching around their abilities, interests and aspirations to ensure meaningful and sustained progress.



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 include 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.

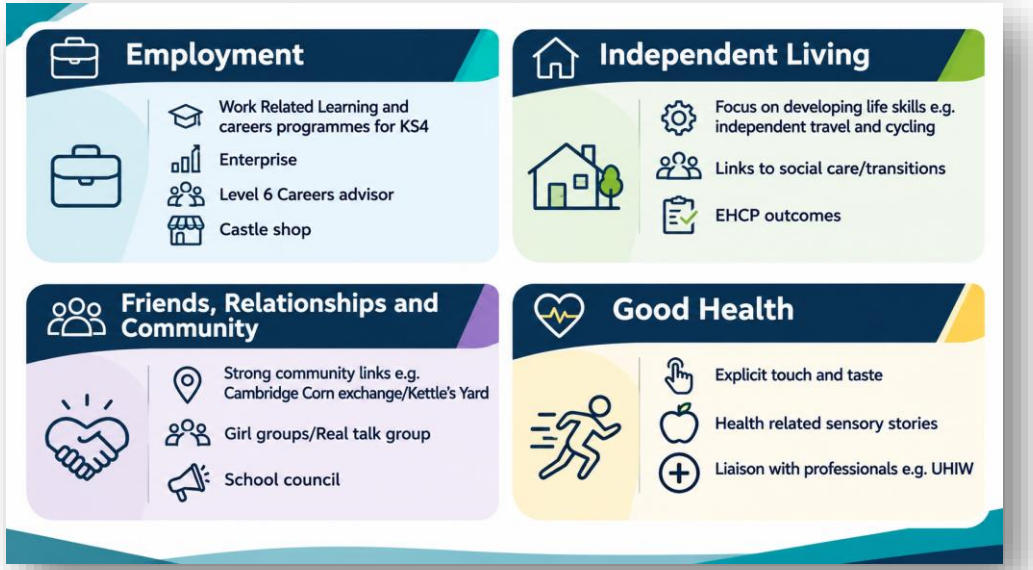
The delivery of PSHE and how it is embedded in cross curricular learning is dependent on the pathway and individual pupils needs. PSHE will range from building awareness of self to learning structured through topics and themes.



Preparing for adulthood

Preparing every pupil for their next steps

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





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. Core vocabulary is also used within students preferred communication methods – including Makaton signs, communication boards and Symbols



Celebrations and events

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:





Extended opportunities and Enrichment

- 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
- Form the future



Assessment and accreditation

We use several frameworks to structure our teaching and learning, including Birth to Five Matters, the Autism Education Trust Framework, The PSHE Association Programme of Study, and Preparation for Adulthood.

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 have created our own assessment framework based on PSHE Association Planning Framework covering the 6 areas of learning.

Pupils in the Key Stage 4 Semi-Formal Pathway begin to undertake a five-year qualification of 'Life and Living Skills'.



Our Castle PSHE Values

