



The Castle School

ACHIEVE | BELONG | PARTICIPATE



Personal Development 2024/25

Our aim is for every child to achieve, belong and participate, and this is at the heart of everything we do at The Castle School.

Curriculum

Our vision and ethos	2
Personal Development at The Castle School	3
Key priorities in the Personal Development Strategy 2023 - 2025	4
Social Emotional Mental Health (SEMH)	5-6
Character Education	7
Wider opportunities/Cultural Capital	8
High expectations	9
Specific teaching of character	10
A culture of praise	11-12
The Castle Challenge Award	13
Tutor time reading	14
Student Voice/Leadership	15
Careers at The Castle School	16
Work Experience	17
British Values	18
Where are British Values taught	19-20
PSHE inc RSE	21
SMSC	22-23
Teaching of Equality and Diversity	24-30
Citizenship	31-33
Enrichment – Universal/Choice/Targeted/Enrichment Days	32-35
Residentials and Trips	36-37
Tutor Time and the assemblies programme	38



Our ethos is Every Child Achieves, Belongs, and Participates in learning, enrichment and the community. We feel education should empower our students, giving them the knowledge to make sense of the world and grow into citizens who make a difference. We deliver this by having high expectations and standards, giving exceptional pastoral care and support and with an ambitious academic curriculum, which is rich and has breadth. This gives our students powerful knowledge enabling them to think for themselves and show strength of character, shaped by what they need to know, understand and fulfil, to have happy, successful and prosperous lives.

Purpose of the curriculum

Our knowledge-rich curriculum is designed to be well-balanced and give varied opportunities. 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. Our aim is to provide a curriculum that is highly effective in delivering outcomes but also ensures our students will be widely educated, with experiences that include consideration of the best that humanity has produced, words, art, ideas, science. We aim to ensure that students leave The Castle School very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life and live well.

The curriculum will:

- We help ensure knowledge ‘sticks’. With careful design, sequencing, delivery and assessment, students learn the curriculum not just encounter it.
- Encourage independent learning and positive thinking amongst all students. Prepare them for life-long learning.
- Be personalised to meet the needs of individual students.
- Build on the primary phase.
- Ensure students are literate and numerate.
- Will ensure equity of access for all.
- Reinforce kindness, empathy and celebrate equality and diversity.

We recognise that “the curriculum” is not just the timetabled lessons and that engagement in universal and choice enrichment opportunities is integral to our Personal Development Programme and school ethos.

Personal Development at The Castle School

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, celebrating 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

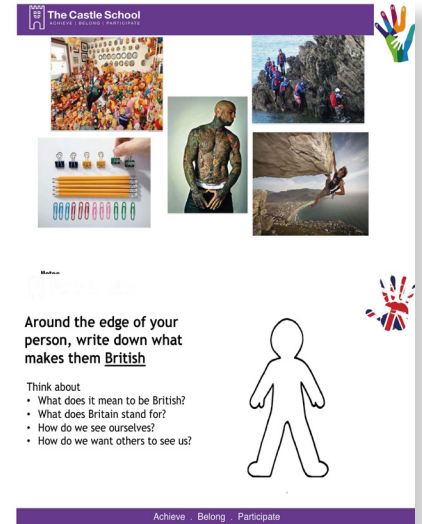


Intent:

- 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.
- 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.

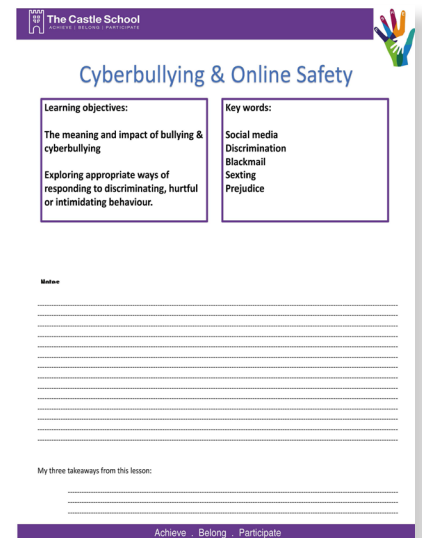
PSHE and tutor time curriculum:

- 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 Personal Development (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
- Spiritual, Moral, Social and Cultural (SMSC) development 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'



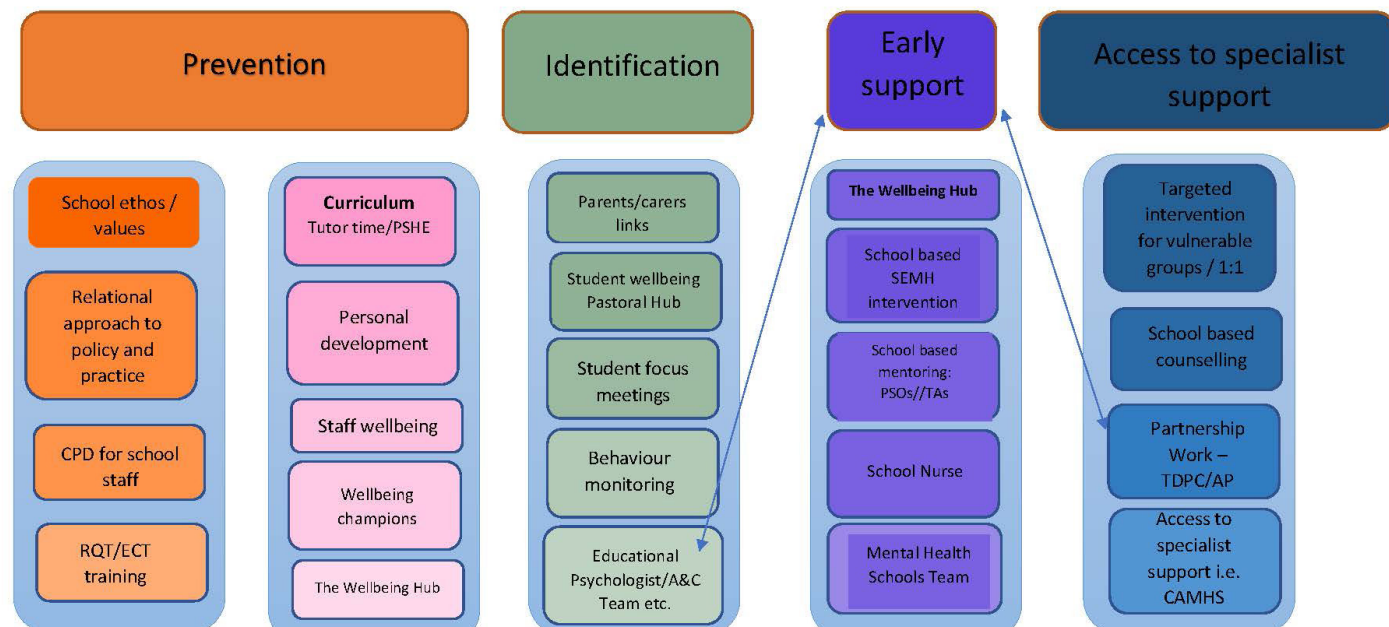
The overarching focus for all priorities is for vulnerable students who do not attend regularly – who miss opportunities and knowledge – targeted, bespoke planning.

Social, emotional and mental health embedded within Personal Development

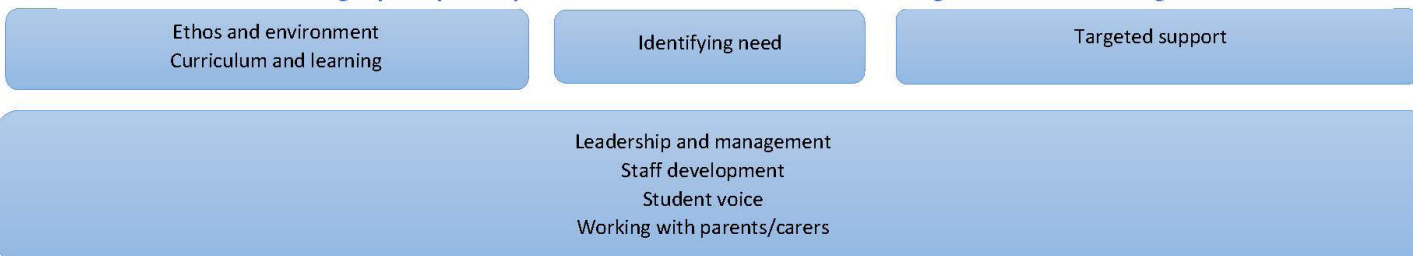
The Castle School continually strives to develop and improve its whole school approach to mental health. Our approach focuses on four strands: prevention, identification, early support and access to specialist support for mental health needs.



A whole school approach to Mental Health



PHE's eight principles to promote emotional health and wellbeing in schools and colleges:



The Castle School has a SEMH strategy that supports the continual growth of our whole school approach to Mental Health and has two overarching aims:

- To meet the needs of students with SEMH through the school's universal offer.
- To enable all students with SEMH to make progress with regards to their personal and emotional development.



We are a Trauma Informed School. A trauma informed school is one that is able to support students who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

We aim to help students BEFORE they develop mental health problems – to catch them as they are falling, not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”.

Our objective is where wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of research studies from psychology and neuroscience (Thrive, ELSA, Emotional Resilience, Theraplay, play therapy, Forest School, CBT).

We are a Thrive School. Thrive promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides online profiling and action-planning to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. We have a licensed Thrive Practitioner at The Castle School.



Character Education

We believe that character education is best taught through whole school expectations, ethos and culture, alongside planned curricular opportunities, that all students will experience universally. There are targeted and optional opportunities running alongside the universal provision.

Belonging – The House System/the History of The Castle School

The Castle School: Every child Achieves, Belongs, and Participates in learning, enrichment and the community.

The Castle School is a very special place, steeped in history and legacy, all about people, family and the community. Families know their children are joining a successful organisation, with a strong reputation across the local area.

Balmoral

Lancaster

Caernarfon

Buckingham

Windsor

Sandringham

Students and their families, once they join TCS, are part of the school forever. The core value of 'belong' is held strongly and with true meaning. Students are proud to belong to an aspirational school and enjoy being part of the shared, collegiate identity of The Castle School. The first question asked of former students is "What House were you in?" Parents keen for children to go into the House they were in, which we facilitate – this shows how it matters many years later.

- The Castle School's ethos is embedded in all aspects of school life – everywhere – shared vision with staff, students, families and the community.
- Students learn about this history as part of their year 6 transition – high aspirations are set the moment they join the school as part of transition – House and cohort photos in main corridor – tutor group photo to take home on their transition days.
- Wearing the green blazer with pride showing they belong to the school is a core value.
- The House system holds families within the school family – from the school's opening in 1968, six royal residences as Houses permeate everything about the school.
- The House Trophy pulls together achievement, belonging and participation – ensuring every child has a part to play within their team.
- History is writ large through building names of previous Headteachers and House competitions (including the Pooley trophy for sport).
- Awards Evenings and Presentation Evenings publicly recognise achievements – awards and trophies are all named after people and groups with special links to TCS. Celebrate progress and attainment to ensure greater numbers of students are recognised.
- Annual Variety Show held at Christmas, publicly celebrating our students' talents and skills.
- All school won trophies in the Main Entrance, including inter school competitions.
- Family photos are taken at events and proudly displayed in the main entrance – even in lockdown we asked families to take and send these in - signifies the relationships, support we respect and enjoy from families.
- Honours boards displayed proudly in the Main Hall keep aspirations high for current students. Full and half colours in The Arts and Sports, worn with pride even if baking hot day.
- Speakers at events and within the taught curriculum are often ex-students who are proud to return and share their messages. Always ex-students at the Awards for years 7-10.
- Year 11 students earn privileges, as a cohort – black jumper, queues, main entrance, Senior toilets, free time spaces – ambitious for all and visible focus for younger years – rite of passage
- Sports/health day and parallel games (inclusivity at the heart), and other legacy events like the staff vs students football and tug o' war and the staff vs student football match for the Andy Parker trophy.
- Regular family events, like study evening, curriculum focus, meet tutor Yr 7, safeguarding.
- Outcomes above national averages – ambitious – open future doors and enable choice.

Wider opportunities/Cultural Capital

Wider opportunities are planned in as part of the school's universal offer, so all students experience character building and teaching within the taught curriculum. We take our duty incredibly seriously - to go above and beyond for disadvantaged students and their families, shaping futures and potentially changing lives.

Students know that they have a voice in the school and contribute effectively. There are many platforms to secure student leadership and give opportunities for students to shape their school, leaving a legacy for the next cohort.

- Rich, broad and varied enrichment programme, including trips – expectation of participation, with optional and targeted opportunities, including, ski trip, Ardeche, New York, China, Cambodia.
- Participation is tracked rigorously to ensure all take part, especially those disadvantaged – where we absolutely plan for take up and success. This includes planned residentials, and always a conversation if this is not taken up. Regular meetings with DSL, so all systemic and all tied up so links with progress, behaviour, attendance and other vulnerabilities.
- Tutor time curriculum includes metacognition and self-regulation, linked to faculties.
- Reading in tutor time – developing confidence, responsibility, oracy, as well as cultural capital and literacy
- Careers programme (including work experience Summer 2023) – full, sequenced and universal in terms of provision – ambitious for futures and all about character, responsibility, aspirations.
- Full time careers adviser, trained to level 6, because it is important that students have skilled and knowledgeable support.
- Senior Students in Year 11 shape the school – leading year councils and representing others – close work with Deputy Headteacher, to give profile and platform – assemblies & feedback.
- Whole school democratic processes in place to elect Senior Students – everyone votes. Applications, hustings, promotions.
- Leadership opportunities: Year 11 Prefects, faculty Prefects, House Captains, Sports Captains, Arts Captains, Form Captains, student groups for change (eco-group, Librarians, diversity).
- Primary festivals with Year 8 and 9 leaders. Year 6 induction days Sports Festival.
- Student surveys completed as per school calendar, all students – specialist foci when needed, including harmful sexual behaviour. Shared with CEO, Directors and Governors. This has influenced support in school, reviewing bullying processes, curriculum and T&L.
- Students are involved in all recruitment via tours of the school and student panels. Language in recruitment of 'adults working for the children' - we talk to students about their money so they buy into the school and feel part of the decision making.



Students are taught the high expectations we have of them and how to meet them from the moment they get their place at TCS. There is an insistence on good behaviour and excellent standards in and out of lessons, as well as in the community. This includes manners, kindness and respect. Adults model the way and are skilled in building strong relationships, understanding SEMH and attachment well, setting standards for students to follow. We talk about “no adult weapons” at TCS. Our whole approach is to sanction the behaviour, support the child. We believe in a ‘warm-strict’ approach – care through expectations. We talk about “no child invisible” at TCS.



- Students positively recognised with House points, feeding into the House trophy – accessible on ClassCharts app, so readily available to ensure pride in learning
- Public celebration of upholding school and House values through rewards system – including celebration assemblies held half termly with SLT
- ClassCharts rewards store enables students to ‘purchase’, encouraging ambition – this includes a target for Prom invitation in Year 11
- Clear and simple Behaviour for Learning policy, with no tolerance for low level disruption. Learning focus is an absolute priority and students are taught this, shown this.
- Students are empowered to take responsibility for their actions, so need to track their detentions and attend without reminders or collection
- Every half term, students return to an expectations tutor time, where they are reminded and retaught what we expect at TCS – with updates/review/reactive focus where needed. All colleagues read this, to understand their part in the team’s consistent upholding of standards.
- SEMH strategy shifted during and post-COVID with recovery focus
- Raising achievement plans (RAPs) – every student reviewed – relentless with expectations
- Return to Learn (RTL) situated in the heart of the school, message want them to be with us, learn from mistakes and move on, every day a new day, a fresh start.
- Our provision for vulnerable students because they are our family, absolute belief that their best place is with us – RTL, Willow, Qdos – very expensive but very important.
- Significant and planned focus on mental health (SEMH AHT)
- Student focussed meetings and graduated responses - all strategic, planned and systemic.



Specific opportunities

Specific opportunities where character is taught within our curriculum, by year group: inc. curriculum enrichment days, faculty curricula, tutor time programme, PSHE, careers, PSHE, citizenship

Year 7	<ul style="list-style-type: none">• Pinkery residential – all students, in the first 8 weeks of joining TCS. Overnight stay, team building activities, resilience tasks, embodying House values• Enrichment activities including trips to Weymouth, watch a play in a theatre (musical at Bristol Hippodrome), places of Worship, Chepstow Castle• Achieve your Ambition programme• Buddying – being supported by an older student in the House• Gamalan music performances
Year 8	<ul style="list-style-type: none">• Visit to a museum• PE leadership programme – developing skills and building knowledge to run Yr 6 transition event• First aid training – for all students, including learning how to use a defibrillator. Self-defence training.• Science Bloodhound Project• Achieve your Ambition Programme completion• Involved in all staff interview days
Year 9	<ul style="list-style-type: none">• Exmoor expedition – all students, out on the moor, navigating and solving route challenges together• Outdoor education – team building and working together, pushing limits outside comfort zone• Visit an art gallery (Cardiff or Bristol)• The Castle School Challenge – participate in sustained enrichment, volunteering/community service, expedition. Universal Bronze, optional/targeted Silver & Gold• Yr 9 PSHE programme – hearing from recovering addicts and harmful sexual behaviour specialists
Year 10	<ul style="list-style-type: none">• Colours - arts and sports – public recognition and celebration of significant commitment and participation – working towards a goal• Team building and outdoor education (Go Ape)• Visit to Shepton Mallet prison• House enterprise project – fundraising for a chosen charity, working together to plan and volunteer, presentation skills within team to cohort and Governors• Visits and work linked to Holocaust survivors and the Samaritans• Work experience• Mock interviews with local employers• Visit to Bath University
Year 11	<ul style="list-style-type: none">• Senior Students and Prefects – significant roles, for both those in them and those around them in terms of responsibility and opportunity• National Citizen Service (NCS) - volunteering – project-based, giving back• College visits• Watersports and high ropes at Wimbleball Lake – near Pinkery (where they began their time at The Castle School)• First aid training• Whole year group visit GCSE Poetry Live

A culture of praise

Our school values of achieve, belong and participate underpin the whole school approach to student engagement and celebration at The Castle School. This is tightly intertwined with the House system that has been in place since the school opening in 1968.

Our Behaviour for Learning Policy focuses clearly on the positive recognition for students across all aspects of their success in school. We award House points for meeting school expectations through tutor time, lessons and within the enrichment programme. All House points contribute to the House Trophy, highly competitive between the six Houses on a half termly basis.

Through student voice and the work of the Senior Students, all House points earned have become spendable. This means that students are able to use their points to purchase opportunities and incentives with their points. Students have chosen their incentives, including:

- taking part in recruitment of new colleagues to the school on a panel or by leading a tour
- an additional non-uniform day
- skipping the lunch queue for a week
- having breakfast with the Leadership Team
- purchasing sporting equipment for use in free time
- credit for food in the canteen
- discount on leavers' events for Year 11 students
- a donation made to the House charity



At the end of the school year, students in the winning House get access to our rewards celebration event. We open up the school field and bring fairground rides like dodgems. Students are also able to spend their House points on this rewards event, so they can spend some time taking part in this too.

We take time as a school to build the strongest relationships and attachment with our students, to ensure they feel the sense of belonging we aspire to. Therefore, alongside the awarding of House points and the competition, colleagues model the way and treat students with kindness. This includes positive verbal reinforcement and recognition at every opportunity. Students see staff thank them for showing good manners, for placing litter in the bins, and for holding doors open for peers, for example. This supports the most positive culture where students have high expectations set and modelled and where they can feel safe and secure.

Our annual celebration events, including our Awards Evening and Celebration Evening, allow us to recognise both attainment and progress to secure a wide group of students who are invited. Family photos are taken and displayed proudly in our main entrance, representing our core family-driven values and the ambition that children see for themselves daily.

Students who meet benchmarks or achievement thresholds within faculties are recognised through various physical rewards, which include badges worn with pride on students' blazers. Sports colours signify commitment to enrichment and participation, with students wearing their personalised hooded tops in PE lessons.

REWARDS ★ DAY ★

AWESOME!



The Castle Challenge Award

Students in Year 9 will universally complete The Castle Challenge Award. This was launched in the Spring term 2022 and is based on the principles of the Duke of Edinburgh Award alongside our intent for students' personal development at The Castle School. We ensure that students have the planned opportunities to build resilience, to work as part of a team and to access challenges outside their comfort zone. It is also a focused plan to ensure that students value the work of the community and see their role within it, through some volunteering and/or service.

The Castle Challenge Award can be completed at three tiers: Bronze, Silver and Gold.

To gain The Castle Challenge award accreditation at a Bronze level, students will need to meet the following criteria:

- Complete an expedition – this will be part of one of the curriculum enrichment days within the academic year where all students go to Exmoor and complete challenges as a team.
- Take part in a local voluntary / community activity that can be completed independently or as part of a tutor group. Some opportunities include:
 - ▶ Litter picking in school and in the local area
 - ▶ Reading to Primary school students
 - ▶ Visiting care homes – Reading and talking to residents
 - ▶ Organising and leading Primary sports activities
 - ▶ Supporting / stewarding on Park Run events in Long Run Meadow next to the school
 - ▶ Donations, delivery and working in the local food banks
- Participate in the enrichment programme at The Castle School for six sessions, to develop their skills and/or broaden their knowledge.

Students will have until the end of Year 9 to complete The Castle Challenge Award, where a celebration assembly will award certificates and badges, publicly recognising their successes.

The Castle Challenge Award can also be achieved at a Silver level, or even a Gold level. There is an expectation that students go above and beyond the Bronze criteria in at least two of the three areas:

Accreditation	Expeditions	Volunteering / service sessions	Enrichment programme sessions
Bronze	1	1	6
Silver	1	5	18
Gold	1	10	30

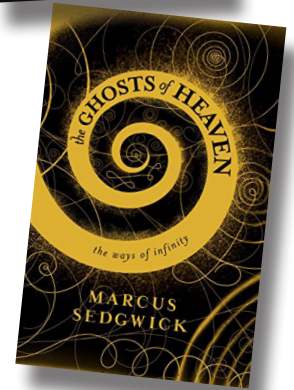
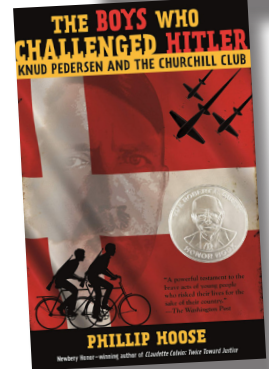
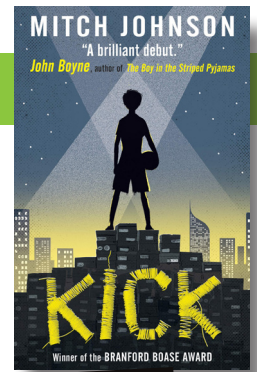
The Silver and Gold awards are therefore optional in terms of take up, but students are targeted in terms of personal development provision – ensuring that we make it happen for those who would benefit from this the most.

Tutor time reading

Every student at The Castle School reads during set tutor time sessions during the week. This reading is whole class and read aloud, with tutors using a combination of reading strategies to ensure that every student reads for everyone else to hear. The rationale for this is underpinned by educational research and is in line with our personal development intent:

- 7.1 million adults in England (16.4%) are functionally illiterate, meaning that they have a reading age of 11 or below. (National Literacy Trust)
- Nationally only 31% of young children are read to daily at home, and 1 in 11 children and young people report not having a book of their own. (DfE, 2018) This number increases to 1 in 8 children from disadvantaged homes (Clark and Picton, 2018).
- Boys are ‘...more likely than girls to report that they spend no time reading for pleasure’ (Nippold et al, 2005).
- The Matthew Effect states that “the rich get richer and the poor get poorer” – and we see that the same happens with reading.
- Reading plays an invaluable role in enabling students to access the whole curriculum and is important throughout a child’s school career. (Ofsted)
- Shared reading experiences improve concentration, self-esteem, and relaxation, as well as creating a shared community and common purpose (Longden et al, 2015).
- The benefits of reading for pleasure include: reading attainment and writing ability, text comprehension and grammar, breadth of vocabulary, positive reading attitudes, greater self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature, and decision-making. (Clark and Rumbold, 2006)

Students had an opportunity to vote for the books that they wanted to read most, from a selection that were chosen by colleagues at the school. These books are now read as part of The Castle School Canon.



	Year 7	Year 8	Year 9	Year 10	Year 11
Popular Fiction	Kick, by Mitch Johnson	Malala by Malala Yousafzai	Brother in the Land, by Robert Swindells		
Classic	The Thirty-Nine Steps, by John Buchan	Animal Farm by George Orwell	Of Mice and Men, by John Steinbeck	The Hound of the Baskervilles - by Arthur Conan Doyle	Animal Farm by George Orwell
Biography	Boy, by Roald Dahl	The Ghosts of Heaven by by Marcus Sedgwick	The Boys Who Challenged Hitler, by Phillip Hoose		

Student Voice/Leadership

There are many opportunities at The Castle School to ensure students have the chance to take up and develop leadership skills. We value empowering young people to have a voice and maximise the platforms available to allow school improvement to be driven by students, alongside adult leaders.

Senior Students have a significant platform to have impact and leave a legacy at The Castle School. Twelve students are elected by the whole school community to take up these important posts for their final year at the school. In March every year, all students in Year 10 are welcomed and encouraged to apply, by putting their names and a manifesto forward. They campaign and have an opportunity to publicise their ideas via school assemblies. Every student then has an opportunity to cast votes for their favourites, as do all members of staff. We take the opportunity at this point every year to teach all students about the fundamental British Value of democracy.



Once Senior Students are in post, they meet with the Deputy Headteacher (Pastoral) regularly to move their ideas forwards. They have individual projects that they lead on, including mental health, enrichment and diversity. Senior Students also lead individual Year Councils, holding regular meetings with Form Captains across the school. All feedback is considered and then communicated to students by the Year 11 Leaders, ensuring there is a feedback loop and students know their voice is being heard.

The CEO and both the Chair of the Board of Directors and Chair of Governors circulate year group and whole school surveys on a calendared basis. These surveys may be general or specific in terms of focus, to allow us to tie in whole school priorities and measure impact. Recently, we have conducted surveys specifically linked to harmful sexual behaviour, to understand our school context better. External visiting trust leaders and local headteachers visit to check the school culture and to meet our students.

As well as Senior Students and Form Captains, there are a significant number of other leadership roles that students can take up. Year 11 Prefects work with individual members of staff, securing mentoring opportunities and widening participation in niche or specialist areas. Faculties have Captains and Leaders across the school, as well as within each House. School events are widely represented by these ambassadors who are very proud of their school. Recently our Art Captains supported the House Art competition, rallying for entries, arranging the work for display in the gallery, then judging the winners and commendations.

Projects within the curriculum allow students to be leaders with a focus on charity and ambition. The Year 10 Enterprise project requires a number of individuals to passionately and competitively raise money and support the community. Giving students the opportunity to lead on specific initiatives that they have chosen and invested in empowers them to develop and thrive. Students take up specific roles for their house ranging from Project manager, Finances director and Lead presenter who will share outcomes of the project to the whole school community and governors. Each House chooses a charity to raise and donate money to - this year has included: an organised school disco for Year 7s, cake sales, a coffee shop, designing and selling bags, a pooch walk, a guess the pet competition and a Year 10 v 11 football match. Tutors and Heads of House make sure leadership opportunities are taken up by those who would benefit the most. Our Year 9 award of The Castle Challenge includes an expedition which requires significant leadership to be successful.

The enrichment programme at The Castle School is rich with opportunities for students to lead, but also to have a voice, for example, our Eco-Champions group.



Through high quality careers education, information, advice and guidance programme, our students are supported to make informed decisions about their career pathways, to have high aspirations and to empower them to achieve personal success and future economic wellbeing. We have three strategic objectives for Careers at The Castle School:

- 1. Promote and increase careers education in the curriculum across all year groups.**
- 2. Increase student and parental involvement and confidence in career planning.**
- 3. 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.**

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (relating to academic, vocational and apprenticeship pathways) that are most likely to help them to achieve their ambitions.

We have a five-year programme, from Year 7 through to 11, which helps students with decisions at crucial stages, informing them of all their options and introducing them to employers, to prepare them for the world of work regardless of the pathway they choose.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. The Castle School is currently 100% compliant with all eight Gatsby Benchmarks, externally verified by Careers South West.

Careers guidance is provided through our Enrichment days, Tutor time and access to our Careers providers, as well as a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.



Work Experience



Our Year 10 students all complete a week of work experience.





Individuals take responsibility for their behaviours and actions and are taught very clearly what is right and wrong, sitting under our equality focus of #NotAtOurSchool. We proudly celebrate diversity, rather than have tolerance of different faiths and beliefs. We use tolerance to describe what we do not accept at TCS – we do not tolerate abuse, discrimination or harm. Students have the knowledge of how to behave considerately towards others, with particular understanding of protected characteristics and why these are important.

- British Values and protected characteristics taught within PSHE, citizenship, RE and History explicitly and are key themes within assemblies and tutor time.
- Students have the knowledge to make good moral decisions – and are empowered to call out others who break rules – school culture is one of a shared and collective responsibility.
- Important messages are disseminated through assemblies programme – House, year, half school.
- PSHE, SMSC, citizenship, equality and diversity curriculum opportunities are explicitly planned and mapped.
- Students who make mistakes and need more support work through targeted programmes, addressing the cause and reflecting on not repeating the issue. The Gift work for risky sexual behaviour or vulnerability. RETRACE programme for discrimination – colleagues trained and set up with an individual thoughtfully matched. Provision within RTL and Willow.

We strive to ensure that students leave The Castle School with a good understanding of British values, of democracy, rule of law individual liberty, respect and tolerance.

Through the meticulously planned personal development programme, meaningful extended tutor time, PSHE sessions and assemblies, we support students to understand current affairs beyond their local area. We support our students in appreciating diversity, recognising different religions, races, beliefs, and lifestyles.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age-appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety.

Adults model positive behaviour to support our students to be responsible, respectful, active citizens who contribute positively to society.

Democracy

We ensure students are aware of their democratic rights at an age-appropriate level so when they leave us they have an understanding of democracy, government and the rights and responsibilities of citizens.

We ensure these topics fit in with our weekly themes used in assemblies. Examples of themes include Democracy, Black history and Keeping Safe Online.



We have a commitment to promoting the Fundamental British Values (FBV) at the Castle School:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect

Tolerance (though at TCS we prefer to ‘celebrate equality and diversity’ rather than just tolerate)

We have a discrete composite within PSHE teaching which delivers knowledge of the FBV. However, we also have other areas of the curriculum where we specifically plan to promote the FBVs. These can be found below:

Subject	Scheme of Learning / Composite
<p>PSHE</p>	<p>PSHE Yr 7 FBV composite delivered by tutor. Personal values and school values. Impact of not following and not having FBVs. Knowledge of how these are demonstrated.</p> <p>Yr 7 Diversity and Extremists Composite. Understanding of protected characteristics and challenging prejudice. #NAOS. Terrorism and extremism.</p> <p>Yr 7 consent component. Individual liberty and right to choose.</p> <p>Yr 7 FGM composite. The background, what it is and how to report. Challenging religious stereotypes and cultural excuses.</p> <p>Yr 8 and 9 FBV composite. Relating to diversity and context of the UK. Democracy and the UK political system. Legal system and liberty and responsibilities.</p> <p>Yr 8 and 9 Diversity and Extremism composite. Effects of prejudice. Celebration of diversity of the UK. Understanding the basis, context and potential actions of prejudice. Understanding of types of extremism.</p> <p>Yr 8 and 9 Consent composite. The law relating to this.</p> <p>Yr 10-11 FBV composite. Importance of democracy, community and nationality. Student voice. Links to politics, economics and international organisations/context.</p> <p>Yr 10-11 Diversity and Extremism composite. Cultural history of the UK and how this leads to strength. Promotion of inclusion. Understand discrimination within context eg institutionalised racism. Recruitment into extremist groups and aware of recent and historical examples of extremism. Understanding of Prevent. Laws and safety around knife crime and street violence.</p> <p>Yr 10-11 Sexual Harassment and Violence composite. Understanding the laws, definitions and responses to SHaV. SHaV in the workplace. Links between SVaH and date rape drugs.</p> <p>Yr 10-11 FGM composite. The laws around this.</p>
<p>English</p>	<p>Yr 7 Debate and oracy composite. Researching, debating and voting. Formulating own opinions and developing oracy.</p> <p>Yr 8 Voices Against Oppression composite. Examples of exploitation, discrimination and powerlessness, compared to texts and speeches showing campaigning and the art of rhetoric.</p> <p>Yr 9 The Purple Hibiscus Composite. Post-colonial Nigeria, religious and political extremism</p>
<p>Geography</p>	<p>Yr 7 What is our World Like Composite. How does the UK link to the wider world?</p>
<p>History</p>	<p>Yr 7 William I, King John composites. Hierarchy and feudalism. The role of the church. Growth of democracy and Magna Carta.</p> <p>Yr 8 Henry VIII and Elizabeth composites. Growth of parliamentary democracy, legal system and the break with Rome/ establishment of Church of England.</p> <p>Yr 8 Civil War composite. Civil war, democracy and republicanism.</p> <p>Yr 8 Empire and Slavery composite. Equality and Britain’s imperial impact.</p> <p>Yr 8 Industrial Revolution composite. Social and political inequality.</p> <p>Yr 9 C20th composites. Impact of extremism on liberty, society and politics across Europe. Impact of WWII and Holocaust.</p> <p>Yr 9 Swinging Sixties composite. Liberal reforms of Wilson, sexual liberation, equality.</p>

Subject	Scheme of Learning / Composite
Drama	Yr 8 Noughts and Crosses composite. Developing empathy, equality and role of political theatre
Food	Yr 7 Food from Around the World and Year 8 Multicultural - Multiculturalism and it's impact on British culture, celebrating differences. Respect other people's values on diets chosen, veganism, religious, monetary.
RE	Frequently revisiting across the composites across KS3. However, there is a specific addressing of the FBV in Yr 8 with the Respect composite.
Citizenship	Yr 10 composites on UK parliament and democracy. Constitution, legal system, parliamentary democracy. Political systems around the world. Different electoral systems. Yr 10 composites on International affairs. International organisations eg UN. Relationship of UK with other countries and institutions.
Modern Languages	Woven through the curriculum in each of our four languages Appreciating, understanding and tolerating (celebrating!) different cultural norms, languages and beliefs. Developing mutual respect and positive cross-cultural understanding.
PE	Throughout the 5 years of doing PE, house sport and school sport. Students will have the opportunity to play sport in the correct manner showing respect for themselves, the school and the opposition. This has been achieved by following the rules and having respect for the decision made by staff, the captain and the officials. Equality in PE ensures that everyone has access to the sports and activities and that we want to break down gender stereotypes in sport.
Art	Students will be able to study the work of artists from a range of different backgrounds/cultures/countries and who express opinions in their work on a range of topics from culture, media, race, gender, religion, sexuality to name a few. They will understand to respect the work of artists who are expressing opinions as well as respecting the work of their fellow classmates. We will teach students to respect that art is a personal venture and is often a way for people to feel comfortable expressing themselves.
Music	Students are often asked to collaborate in groups for an ensemble performance. This gives the students opportunity to develop listening skills, show tolerance and work with respect for each other.



The curriculum is designed to be well-balanced and gives rich opportunities. 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. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs.

Our students will be widely educated, with experiences that include consideration of the best that humanity has produced: words, art, ideas, science. We aim 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.

Central to our intent is the mapping of the knowledge that we want The Castle Students to know, remember and act upon. Mapping the curriculum ensures that knowledge is not attained by chance, instead it is planned, taught and sequenced so students receive age-appropriate knowledge, which builds in depth and sophistication as they progress through school. Using guidance from the PSHE association, we have mapped our knowledge around 18 composites, which broadly fit within the overall strands of Health and Wellbeing, Relationships, and Living in the Wider World.

Most recently we have reflected on the curriculum and have made changes based on national and international events. We have moved components of knowledge which address consent, harmful sexual behaviour and FGM earlier in KS3, in an age-appropriate manner. We are fully compliant with the statutory guidance for RSE which was introduced in September 2020.

PSHE is delivered in three ways at The Castle School: Through the PSHE specialist team, through tutor times and through enrichment days, where we invite external partners and speakers in to support the delivery. The PSHE specialist team was established three years ago after staff voice showed that some tutors were less confident and comfortable in delivering the more sensitive components of knowledge. The composites have therefore been planned around this model; mapping those that will be delivered by the specialist team and those that will be delivered by tutors or external partners.

Our expectations of pedagogy in PSHE sessions are the same as with any other subject. Our teachers formatively assess previous knowledge taught and address any gaps or misconceptions through reteaching. Our teachers share a list of agreements before each session and follow clear guidance from the leader of PSHE so our classrooms are safe spaces; with frequent signposting, so students know where to get support. We send letters home to parents before each session. In order to mitigate the impact of student absence, we have targeted catch-up sessions, so the identified composites and components are delivered to all students.



We have a strong commitment to the explicit teaching of SMSC. We map this through the whole curriculum.

Spiritual	Moral	Social	Cultural
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>
Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?
<p>RE curriculum throughout KS3 and KS4- knowledge of world religions, exploration of student’s own faiths</p> <p>Citizenship curriculum throughout KS3 and KS4</p> <p>House values and character development across the school</p> <p>PSHE and understanding of different faiths- British values, assembly programme</p> <p>Creativity fostered through the expressive arts, for example Music, Art, Drama and Dance</p> <p>Design & Technology Yr 7 Developing designs for bug hotels, lights and programming robots Yr 8 Developing designs for acrobat toys and steady hand games Yr 9 Developing designs for swatch watches, jewellery and phone stands</p>	<p>RE curriculum throughout KS3 and KS4 Behaviour system,</p> <p>Retrace and Gift programmes, reintegration strategy following suspensions</p> <p>#notatourschool campaign</p> <p>Citizenship curriculum throughout KS3 and KS4 covering legal system, courts and police as delivered in PSHE</p> <p>PSHE moral issues of sexual harassment, relationships and consent, addiction and drugs, pornography.</p> <p>Computing laws in KS3 and KS4.</p> <p>Moral and Ethical issues of computing at KS4.</p> <p>Drama Yr 9 Warden X unit, Blood Brothers</p>	<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Where do we explicitly develop SMSC within the taught curriculum?</p> <p>Participation in school life through lessons and social time</p> <p>Resolving conflict strategies supported by colleagues</p> <p>Participation in enrichment clubs, DofE, enterprise, house competitions</p> <p>MFL Comparing cultures and viewpoints of different societies (countries where the target language is spoken)</p>	<p>Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <p>Where do we explicitly develop SMSC within the taught curriculum?</p> <p>History curriculum covering history of the UK including Yr 7 Romans, Yr 8 Empire and slavery</p> <p>Food – all years learn about different cultures and cook dishes to celebrate the variety.</p> <p>Music Yr8 African drumming, folk music of the British Isles</p> <p>Performing Arts Yr 7 African influences eg Jaz and Jive</p>

Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?	Where do we explicitly develop SMSC within the taught curriculum?
<p>Art - students are encouraged to express themselves in their artwork and to understand how others do to. This can be through self portrait, using symbolism or through expression in media.</p> <p>Food – students are encouraged to individualise their dishes where possible and they have opportunities to choose what they cook in response to a given brief. They are taught to explore foods that may be unfamiliar to them and understand the nutritional benefits that food give.</p>	<p>English Yr 8 Voices Against Oppression, Yr 9 Purple Hibiscus</p> <p>History Yr 8 Slave Trade, Yr 9 Holocaust and the impact of Nazism</p> <p>Geography Yr 9 Climate change and natural resources, palm oil and impact</p> <p>Science Yr9 Human effects on ecosystems</p> <p>Design & Technology Yr 7 Students will learn how insects are important to the sustainability of the planet. They will select and use tools to safely perform practical tasks and learn how to make a personalised bug hotel.</p> <p>Yr 8 The Pros and cons of electric cars Why is Lewis Howard Latimer so important to the design of the light bulb and telephone?</p> <p>Yr 9 How 3d printing is changing the world Food – students are taught about food labelling, allergens and the laws needed to ensure our food is safe to eat. They explore veganism and other religious diets and consider the moral and ethical views.</p>	<p>PE Yr 8 sports leaders programme and the sports leaders primary festivals run by Year 7 and 8 students</p> <p>PSHE- British values lessons extremism lessons, equality and diversity inc protected characteristics, work with our partner charities and organisations eg Stonewall and Stand Against Violence, PSHE and Citizenship lessons always promote debate and discussion in a safe and respectful environment.</p> <p>Art – through class discussion we encourage students to analyse artwork on a range of topics and viewpoints, this helps them to understand the views of the artists, and why they may have made certain creative decisions.</p> <p>Food – students are encouraged to see the social side of food and cooking in it's richness, pleasure and variety. They are taught skills that will support them in later life and allow them to understand other people's choices.</p>	<p>DT Yr 8 Margaret Calvert. Road signs and the impact on our daily lives. Why is Lewis Howard Latimer so important to the design of the light bulb and telephone?</p> <p>Yr 9 Zaha Hadid: A look back at her work</p> <p>English Yr 9 Purple Hibiscus, American literature,</p> <p>MFL Learning about the culture of other countries as well as the language; explicit cultural capital lessons, including art, music, food and film.</p> <p>PSHE lessons on equality and diversity inc protected characteristics. Citizenship curriculum, history and student voice cover democracy</p> <p>Universal enrichment trips for example art galleries, universities, theatre, London</p> <p>Art – We study a range of artist in KS3 that are from a wide range of different cultures and backgrounds. In KS4 we do the same but we also encourage students to discover their own artists, meaning we look at a diverse range of artists.</p>



We are explicitly clear from the moment that students join us in that we are a school that absolutely celebrates equality and diversity. The Castle School does not tolerate any forms of abuse or discrimination and we use our school phrase #NotAtOurSchool as a mechanism to signpost and secure student knowledge. #NAOS is writ large across the curriculum, including the assemblies programme and tutor time.

We understand our duty that students must be taught about protected characteristics and how this intertwines with fundamental British values. Some varied experiences and views outside school must be challenged and we know we do our students a disservice if they leave The Castle School not understanding why British values are so vital.

In the curriculum, we have planned to specifically deliver knowledge designed to:

1. Improve understanding about equality and diversity issues
2. Improve understanding of protected characteristics and celebrate the rich diversity of our community.
3. Give opportunities to debate and consider different viewpoints, both in writing and through speaking and listening.

Understanding and acting on equality and diversity issues is central to the Personal Development strategy at The Castle School. Alongside #notatourschool, the tutor programme, PSHE, assemblies and the universal enrichment offer, we have explicitly planned to teach equality and diversity issues within the curriculum.

English

Sol	Substantive Knowledge
Yr Oracy Unit	Politics, debate, local community
Yr 8 voices against oppression	Issues of identity, representation and oppression (race, religion, ethnicity, gender, sex, disability etc.); the language of oppression (exploitation, cultural imperialism, violence, powerlessness, marginalisation);
Yr 8 Coram Boy	Childhood in the 18th Century, mental health in the 18th century, issues of race and discrimination, issues of class
Yr 9 Purple Hibiscus by Adichie	Nigerian politics since independence in 1960; the impact of colonialism as well as themes closely linked to adolescent issues like growing up, identity and family relationships; more challenging themes: domestic violence and religious oppression. Issues of identity, representation and oppression (race, religion, ethnicity, gender, sex); the language of oppression (exploitation, cultural imperialism, violence, powerlessness)
GCSE – An Inspector Calls / Lord of the Flies	Politics and world views eg socialism, capitalism, philosophy
GCSE - Speaking and listening	Students choose an issue that impassions them and present for around 2 minutes to the whole class. Colleagues promote rhetorical devices and knowledge to make discourse more successful.



SoL	Substantive Knowledge
Across KS3	The History ICON project – History Prefects are looking to add Iconic Historical figures from different backgrounds to Diversify the curriculum
Universal to all Years	Black History Month – Every October History lead on Black History month through assemblies and Morning PSHE sessions.
Yr 7 Black Death	Consider the social impact as well as the physical to see how the Black Death changed society. Students gain more of an understanding of the social history of the peasants.
Yr 8 British Empire	<p>Students to understand the role of Empire in Britain’s expansion and impact on society that took place. Students to understand whether the Empire was a force for good or not on its people and to reach a judgement based on evidence.</p> <p>Students to then look at another world empire to look at the differences and impact of the British on the ending of the Mughal Empire.</p>
Yr 8 Slavery- Why did so many people in Bristol want to bring down Colston’s Statue?	Students to understand the role of Britain’s role in the Transatlantic Slave Trade and why slavery was abolished. Students to understand the significance that Slavery has played in Local history (Bristol.)
Yr 9 Holocaust	Students to know about the impact Nazis had on those who were non - German. To understand the steps towards Holocaust and the nature of Genocide. Students to be able to understand resistance during this time and the weakening of dictatorship and re-emergence of democracy.
Yr 9 Swinging Sixties	Students to understand how values, life and attitudes were changing, including growing freedoms, rights and social change
GCSE- Nazi Germany	Nazi Germany- explore issues such as politics and world views (fascism, communism, socialism, liberalism), the impact of socioeconomic process on political views eg 1929 Great Depression. Look at what life was like under the Nazi regime- young people, women, religion, race. Explore the holocaust within the content of WWII.
GCSE History	The Role of Poverty and how Elizabethan society dealt with that – students consider how we deal with poverty today.
GCSE- People’s Health	Explores issues around socio-economic difference and the impact of disease and healthcare through time. Comparisons made between time periods, improvements, pandemics etc

Geography

Sol	Substantive Knowledge
Yr 7 - Africa	A prime opportunity to broaden students' horizons and challenge misconceptions students may have about Africa.
GCSE – Urban Issues: Bristol and Rio de Janeiro	Dereliction, Economic opportunities, Inequalities, Pollution, Sanitation, Social deprivation, Social opportunities, Squatter settlements, Urbanisation, Urban regeneration,

Substantive Knowledge

All the way through the curriculum- based around three themes of belief, belong and behave. Focused depth studies of all world religions. In Year 7, students consider their identity and how this can differ through different culture – through hair. In Yr 8 there is a specific unit addressing prejudice and discrimination, linking with #notatourschool – unit 1, start of Year 8 – seems most appropriate to teach here, given the incidents and ages where we have to FTE for discrimination. Islam is taught in Yr 8 in order to address any Islamophobic belief. The full course is offered (as Philosophy of Religion and Ethics) where students get to explore philosophical and theological issues around war and peace, family, nature of God and develop their own viewpoint.

Sol	Substantive Knowledge
Yr 7 Foods around the world	The factors that affect what foods we eat and how this varies around the world.
Yr 8 Multicultural foods	What are multicultural foods? Religion and educating themselves with different cultures and traditions. Adapting recipes to suit families with variety of different diets and nutritional needs.
Yr 8 The Food Quest	Where does food come from and what choices do we have.
Year 9 Food Choice	Adapting recipes and looking at budgeting, allergens, diet related health conditions
GCSE Food Choice	Exploring various reasons why we chose different foods. Explore various cuisines and diets (veganism)

MUSIC

SoL	Substantive Knowledge
Yr 7 Voice and musical features	Diversity of musical features including: African Folk songs, Inuit throat singing, Yodeling, Monk Gregorian Chanting
Yr 8 West African Djembe Drumming	Traditional West African Spirituals West African Djembe Drumming Gumboot dancing (South Africa) Black History Month – focus at start of all lessons across October
Year 9 Musicals	Sing Seasons of love from Rent. Discussion around the synopsis, AIDS and HIV
Year 9 Blues	Appraising blues music throughout its history. Its origins, how it was developed and understand how blues and jazz has influenced popular music including fusion. Discussions about the Slave Trade and Work Song.

Design and Technology

SoL	Substantive Knowledge
Yr 7 Squashed tomato challenge	Research into the farmers of Nepal
Yr 8 Literacy activities	Why is Lewis Howard Latimer so important to the design of the light bulb and telephone?
Yr 9 Literacy activities	Zaha Hadid: A look back at her work

Performing Arts

SoL	Substantive Knowledge
Year 7 African People's Dance	The journey of traditional African People's dance through its roots in Eastern Africa to Brazilian Capoeira, over to America as the Lindy Hop and Charleston grew in popularity. We then track it to more contemporary dance styles and see its influence in jazz and street dance and break dance. Students will gain knowledge of the key stylistics qualities that appear in all these styles and the lifestyle and culture that made it so popular.
Year 7 Theatre Through Time	An exploration into the history of theatre as we track back to its roots in Ancient Greek Theatre and Commedia dell'arte. Students will gain knowledge about important movements in theatre history and the different styles of theatre that were popular in the past.
Year 8 Noughts and Crosses	Students build skills of empathy as they explore characters from a parallel world where the Crosses have the power and the Noughts are treated as second class citizens. This will help prompt lots of rich conversations about our own history and how the world is developing.
GCSE Drama course	The whole course is about students understanding the craft of drama and combining it with their growing confidence. Frequent opportunities to perform and develop own opinions. Blood Brothers is studied which further explores issue of class and socio-economic discrimination.

SoL	Substantive Knowledge
KS3 & KS4 art/textiles/photography lessons	We aim to use a wide range of artists from around the world, from different ethnicities, cultures, sexual orientations etc... They are built into the projects that we teach students from KS3 through to KS4.
Year 7 Painting	Looking at the work of Van Gogh and discussing his mental health in connection with his art
Year 7 African Art & textiles	Studying the work of artists from African countries, learning how their work is impacted by their religion, history, use of symbols and materials available to them.
Year 8 Portraits	Showing students how to draw faces and understanding that everyone's face is different, using a wide range of exemplar images of people from around the world for students to refer to and draw from.
Year 9 Urban Decay	Studying the work of artists connected to Stonewall and the AIDs crisis (Haring) as well as looking at current issues faced in our world today such as politics, crime, faith, and how artists use their work as a platform for voicing opinions peacefully (Banksy, Basquiat)
Year 10 Fine Art/ Photography - Identity	Exploring the idea of 'Identity; and what it means to individuals, look at culture, religion, emotions, opinions etc... students are encouraged to express themselves in their work.

Art

PSHE

Substantive Knowledge

See PSHE curriculum map especially, the diversity strand.

PE

Substantive Knowledge

Within PE we have broken down gender stereotypes within sport so that there is equal access to all sports in terms of curriculum and enrichment. If some sports/activities are not accessible in the curriculum, provision in the enrichment programme will allow opportunities to enhance this.

In House sports, unless advised by NGB's there is equality in terms of set events. We made the change on cross country for the event to be mixed and all students regardless of agenda to run the same distance.

In terms of diversity, we have set up clubs that are different to our curriculum that other students can participate in, archery, long sword are very popular.

MFL

Substantive Knowledge

KS3 – all languages - Promoting a range of relationships in set texts.

Spanish – poverty and war in El Salvador

KS4 – topic 'role models' - talking about key figures who have campaigned on key issues to promote equality and diversity in society.

Citizenship is mapped across both Key Stages to ensure that students are explicitly taught knowledge as laid out in the National Curriculum. This knowledge is mostly planned through PSHE, History, RE and Geography lessons. In KS4 we have allowed time for students to study Citizenship as well as completing the RE GCSE short course, in their RE lessons.

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:	How we deliver:
<p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.</p>	<p>PSHE- Youth parliament assembly, campaigns and votes. Yr 7 lesson on UK parliamentary system.</p> <p>History- Yr 7- William the Conqueror – Feudal System, Magna Carta. Yr 8 Henry VIII division of church and state, Elizabethan Parliament and court, English Civil War and parliamentary democracy. Yr9 – tensions between capitalism and communism.</p> <p>RE – Yr 9 – Political systems, i.e dictatorship and constitutional monarchy</p> <p>English – Year 7, 8, 9, 10, 11 Shakespeare. Monarchy.</p>
<p>The operation of Parliament, including voting and elections, and the role of political parties.</p>	<p>PSHE- as above</p> <p>History- Yr 8 – Elizabeth’s role in parliament. Yr 9 Germany - voting, elections, parliamentary democracy</p> <p>Humanities- mock elections during election periods.</p> <p>English – year 8 Caesar. Election, voting.</p>
<p>The precious liberties enjoyed by the citizens of the United Kingdom.</p>	<p>PSHE- protected characteristics lessons, (eg LGBTQ+), rights and responsibilities lessons, extremism lessons</p> <p>History- Year 7 Magna Carta Yr 9 - Swinging Sixties, women’s rights, women’s liberal movement, right to protest, permissive society, e.g. abortion, homosexuality, marriage</p> <p>RE - Yr8 - Respect- covers the protected characteristics, discrimination and legal perspectives, right to protest e.g. animal rights</p>
<p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>	<p>PSHE- Legal system of the UK in Enrichment Days</p> <p>RE - Yr 8 - authority in Sikhism unit- links to secular authority today. Yr 9 – law around euthanasia</p> <p>History - Yr 7-Magna Carta and the right to a fair trial, etc. Yr 9 – Nuremburg trials</p> <p>Art – urban decay – discussing the work of graffiti artists, legalities and issues surrounding it</p>

Pupils should be taught about:	How we deliver:
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	<p>PSHE- Work with partner charities and organisations eg, Broadway Lodge, Taunton Homeless Association, Oddballs/Coppafeel, SWISH, NSPCC, Samaritans</p> <p>Tutor programme- Aspire project and house enterprise</p> <p>Geography – the work of conservation charities</p>
The functions and uses of money, the importance and practice of budgeting, and managing risk.	<p>PSHE- Finance, managing money, weekly budgeting, credit cards/debit cards/cheques lessons</p> <p>Geography - economic development of Low-Income Countries, management strategies for natural disasters, e.g. earthquakes, flooding</p> <p>Maths – calculating with money, choosing the best value deal</p> <p>Food – yr 9 - cooking on a budget, making choices about the foods we buy, food waste.</p>

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:	How we deliver:
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.	<p>Universal: Citizenship- The UK political system and constitution</p> <p>Optional: History Yr 10- People's health with the public health legislation and role of the government, the link between voting, parliament and development</p> <p>English – the modern text. Both LotF and AIC. Power and role of citizens, holding people to account for actions.</p>
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	<p>Universal: Citizenship - The UK political system lessons, electoral systems</p> <p>Optional: History- Yr 10 and 11 Elizabethan parliament, link to patronage and the court, role of the two chambers. Nazis unit, elections, voting, rise of dictatorship, use of terror, opposition movements, trade unions, different political ideologies. Making of America the constitution of USA, state vs federal government and the discrimination and emancipation of African Americans German – Socialism vs Capitalism in East/West Germany 1949-1989</p>
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.	<p>Universal: Citizenship - Yr 10 Political systems around the world, focus on North Korea</p>

Pupils should be taught about:	How we deliver:
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	<p>Universal: RE- Yr 10 Peace and conflict unit covers United Nations</p> <p>Optional: Geography - links between the UK and the EU, Brexit, international trade</p> <p>History - Yr 10 People's health and the role of local government in improving people's lives</p>
Human rights and international law.	<p>Universal: RE- Yr 10 Peace and conflict unit covers international law, 'just war' theory</p> <p>Yr 10 PSHE lessons- migration, human rights, the rights of asylum</p> <p>Optional: Geography - illegal deforestation of tropical rainforests, climate change agreements</p> <p>Spanish – poverty and civil war in El Salvador, rights of the child. German – oppression and the Stasi in East Germany 1949-1989</p>
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	<p>Universal PSHE- Yr 10 The UK judicial system- criminal and civil law and different types of courts.</p>
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	<p>Universal: PSHE- British values and diversity lessons, extremism lessons, BLM assemblies and tutor lessons, kindness and resolving differences (protected characteristics) lessons</p> <p>RE- Depth study on Buddhism and Christianity building on KS3 depth studies on all 6 major world religions and religion in the UK.</p> <p>Drama Year 8 – Noughts and Crosses by Malorie Blackman – a play set in dystopian Britain in which society is divided by racism. Dark-skinned Crosses are privileged in society over the light-skinned noughts.</p> <p>Music Year 9 – The Blues and how the slave trade has directly influenced cultural identity in music popular styles</p> <p>Optional: Geography - Bristol topic, different ethnic communities and the impact on Bristol. The impact of migration</p>
The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.	<p>Universal: House enterprise campaign for Yr 10, NCS for Yr 11</p> <p>Citizenship - community campaigns lessons, e.g. animal rights</p>
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	<p>Universal: PSHE- Yr 10 finance lessons covering pay, pay slips, budgeting, taxation, spending, mortgage and pensions. Yr 11 lessons cover financial online expectation, credit and debit cards, scams, debt.</p> <p>Maths – calculating simple & compound interest and how assets can depreciate in value</p> <p>Optional: History- Yr 10 People's Health the creation of national insurance.</p> <p>Geography - Foreign direct investment, development projects overseas. Analysis of environmental management projects. Use of insurance in disaster management. Impact on pensions for ageing populations.</p>

Enrichment – Universal/Choice/Targeted

Our enrichment programme is broken down into 3 areas. Universal / Choice / Targeted. Our Universal provision is incorporated within our curriculum enrichment days. Enrichment days occur on 3 occasions throughout the academic year. Each Year group has their own bespoke provision to ensure they experience opportunities linked to the curriculum. Every student is expected to engage in this provision to help students belong and participate at the Castle School. Examples of this year's curriculum enrichment days include a Year 7 Place of worship visit, Year 8 First Aid training, Year 9 outdoor education visit, Year 10 Careers Day, Year 11 visit to University of Bath.

Choice enrichment includes all the extracurricular clubs that students can attend whether it be before, after or during the school day. The Castle School offers a wide range of extracurricular activities and student participation is forensically tracked and monitored.

There is an expectation at The Castle school that all students engage in clubs as we fully believe that engagement in extracurricular provision will enhance students' opportunities to achieve. This academic year there are over 300 clubs across all faculties. 60% of our students have taken part in extra curricular provision every week this academic year. This offer is now higher than pre COVID –19. All our participation is tracked on Absolute Education. This software monitors each individual student and which activities they are participating in. Participation of all students is closely monitored and students with lower participation rates are identified in pastoral meetings and appropriate support / intervention



is put in place.

We provide targeted extracurricular provision which enables us to close the gap and ensures that by the end of the academic year 100% of our student body have participated. This includes our Friday fun challenges. These types of activities are designed to provide opportunities for students who may not have taken part in traditional extracurricular activities. This year we, as a school, have hosted Darts and Mr Beer Pong competitions. Faculties are now leading on different Friday fun challenges.



Participation at The Castle School is prioritised and valued by all stakeholders and links to our House trophy competition.

If students are participating then it is acknowledged, and their contribution earns points that go towards our overall House Trophy winners at the end of the academic year. The winning House is rewarded with an opportunity to take part in an activity day at the end of the school year. Last year the winning House was rewarded with access to an inflatable obstacle course and dodgems on the school field.



Residentials

24/25	25/26	26/27
Pinkery for new Year 7s	Pinkery for new Year 7s	Pinkery for new Year 7s
German Exchange	German Exchange	German Exchange
New York	Paris	New York
Ski trip	Berlin	Ski trip
Cologne	Rome	Cologne
Ardeche	Ski trip	Ardeche
China	China	China
Iceland	Madrid	Iceland

Trips 2024/25

- Bristol Hippodrome
- Bristol Old Vic.
- Cardiff Museum and Art Gallery
- Chepstow Castle
- China
- Cologne
- Courchevel Ski trip
- Exeter Northcott Theatre
- Exeter Places of Worship
- Exeter Ramm Museum and Gallery
- Glastonbury Abbey
- Iceland
- Lyme Regis
- Madrid
- New York Performing Arts trip
- Pinkery Centre for Outdoor Learning - Exmoor
- Shepton Mallet Prison
- Somerset County Cricket
- Swan Lake Lighthouse Theatre
- Temple Quay Bristol
- The Eden Project
- The University of Bath
- Weymouth Aquarium
- Wimbleball Lake Outdoor Activities
- Year 9 Expedition on Exmoor



Tutor time and the assemblies programme – an aspect of the pastoral curriculum

Alongside both the taught curriculum within faculties and the PSHE curriculum, The Castle School has a clear and robust tutor time programme that ensures the intent for personal development is well implemented. This programme is mapped as an annual calendar, reviewed regularly to ensure it meets the requirements it should but also to allow us to be reactive to the context of the school and what students speak to us about.

Every week, students have a House assembly where the focus is one of the fundamental British values. Heads of House will refer back to House values and instil the importance of belonging to their House families, as well as develop healthy competition and teach students of their high expectations across all aspects of school. This spirit is encapsulated in the House trophy, awarded half termly and building to annual champions.

Each week, all students also have a weekly assembly that has a personal development focus, typically delivered by a member of the leadership team at The Castle School. These themes are mapped carefully, to tie in with PSHE themes and when they are taught, as well as annual events that we use to raise awareness to students and staff. These significant calendared events include: Black History Month, Remembrance, Anti-Bullying Week, Children's Mental Health Week and Safer Internet Day. These assemblies also focus on aspects of protected characteristics, fundamental British values and our #NotAtOurSchool mechanism to signify zero tolerance of abuse or discrimination. These aspects include assemblies on: sexuality, mental health, gender, disability, and harmful sexual behaviour.

Calendared extended tutor time sessions enable tutors and other colleagues to work on themes that require additional time as a group, including careers, metacognition and self-regulation, and further time on topics like sexuality.

After two assemblies each week, remaining tutor time is taken for reading. Year 11 students read one book before their focus becomes metacognition and revision. There is a wide range of intervention delivered in tutor time with Year 11 students across faculties and utilising the subject specialisms of the tutor team.

The final tutor time session each week is an extension to the main assembly theme. Additional resources are available to allow colleagues to plan and deliver knowledge specific to their tutor groups.





The Castle School

ACHIEVE | BELONG | PARTICIPATE

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