



RFS SIDP 2023-2026: PERSONAL DEVELOPMENT

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT: <i>RFS provides a curriculum that ensures the whole child is developed into a responsible citizen of the world.</i>	SCHOOL EVALUATION Redcastle Family School provides a broad and balanced curriculum tailored to all of the children, establishing community links throughout the school. On an individual level, children have access to our strong pastoral team with additional Thrive provision if needed. All children are profiled to establish a Thrive timetable based on meeting the social and emotional needs of the children. Each class has regular PSHE lessons based on our new behaviour policy, that is centred around Zones of Regulation. Every class has their own toolkit to support each child to regulate their emotions. Additionally, we are enhancing our PSHE curriculum by adapting the time table, to enable flexible teaching that can meet the changing emotional needs of the pupils. Our curriculum reflects our SMSC provision through carefully planned RE, RSE and PSHE. The teaching teams have audited each subject to ensure there are carefully linked lessons across year groups that are well resourced. A diverse range of assemblies support the holistic development of our children eg. the inspirational Kanneh-Mason family, opening the Music Room and performing live to the children. Key celebrations are marked through our weekly assembly rota, which all staff deliver. Extra-curricular themed weeks offer greater depth of the SMSC offer provided at Redcastle. Themes have included international foods and Olympic weeks within our Sports offer. The community is at the heart of our offer. As a school, we are continuously looking to develop our links with the wider community. Home visits play an important role in establishing links from home to school in order to create smooth transitions and supporting family links. We have developed our own Sports network that provides sporting events throughout the town. As well as this, strong links have been established with the Town Council providing opportunities such as: creating a mosaic tile for the Guildhall, planting trees at the local cemetery and drama being offered to year groups in school. Within our Music provision, we have been able to perform at the Christmas light switch on as well as a local care home. The impact of this was highlighted within our most recent inspection which stated “The wide range of extra opportunities pupils have access to helps them develop as active and responsible citizens of Thetford. Older pupils love carrying out their ‘monitor’ roles. They develop a strong sense of responsibility” Our children are consistently eager to articulate how their learning can help them in the wider world and are motivated to explore and apply this within new settings. There is clear progression in the way in which children can communicate their role within society as a result of carefully planned learning experiences. In future, for the school to maintain outstanding development within this area, we must deepen our holistic offer to ensure the PSHE and SMSC offer is integrated, allowing all aspects of personal development to be purposely linked through providing opportunities for all children. This must be explicitly placed within the teaching points of the whole curriculum and monitored to ensure this is embedded throughout the school.			
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good	
			2024-2025	2025-2026



MILESTONES					A	Sp	Su	A	Sp	Su
Establish enrichment activities throughout the local area with all stakeholders using Forest School, TSN, Book of Thetford, Town Council, music performances and visits to the wider community (care homes)										
Learners understand and can articulate what it means to be a citizen through the enhanced PSHE and RSE curriculum (Kapow, flexible teaching Zof R) and timetabling)										
There are significant opportunities within school to gain experience and to understand how children play a part in the wider world (assemblies, curriculum, eco, arts and inclusion weeks)										
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources						
Establish enrichment activities throughout the local area with all stakeholders using Forest School, TSN, Book of Thetford, Town Council, music performances and visits to the wider community (care homes)	Establish clear progression map for the development of enrichment linked to every subject area, across each year group.	Autumn term 25	SL	CPD forest school						
	CPD has taken place with leaders and teachers to identify areas of the school curriculum that facilitate the delivery of the progression map. (including extra and enrichment).									
	Extend the current community links within the town to match the progression map.									
	To establish the Art's Mark process. Assign Art lead then: This will mean a thorough audit of our current provision. Links have been made with Drake Primary School, whose art lead will help support our bid. Staff training (in house?) will be needed and we will need to c	Summer 24 to choose Art Lead. Autumn term 24	SL & LC	Time to audit and apply. Further day release time needed for Art's Mark training once place is secured.						
	Further establish PE events throughout the town.	Autumn 24/25 Annual Cycle	All	£600 shared between 6 schools.						
	Training for whole school Forest School provision. This will mean teaching staff across the SRB's, EYFS, KS1 & KS2 are able to build FS lessons for wider provision.	Autumn 24/25 Annual Cycle	IL	Cost TBC						
Learners understand and can articulate what it means to be a citizen through the enhanced	Timetables to be adjusted ensuring that each class begins the week with a PSHE lesson to ensure that the children are able to regulate themselves upon their return to school from a weekend. This will work alongside the school's behaviour policy with Zones of Regulation.	2024-2025 Academic year- Ongoing	Class Teachers							



PSHE and RSE curriculum (Kapow, flexible teaching o) and timetabling)	Citizenship assemblies to be timetabled in: Fairtrade Week, Inclusion Week	2024-2025 Academic year- Ongoing		
	Citizenship progression map	Summer 2026	Subject Lead	
There are significant opportunities within school to gain experience and to understand how children play a part in the wider world (assemblies, curriculum, eco, arts and inclusion weeks)	To enhance responsibilities for children throughout the school. Eg. librarians, litter pickers, play leaders, reading champions		SLT	
	Community learning experiences are integrated into curriculum	Autumn 2025 (Plan), Spring 2026 (Trial)	HT & Subject Leaders.	CPD
	Identify global events/ issues to integrate into school life	T As required	SLT	
Impact PSHE model has been implemented and delivery has ensured integration with behaviour policy and core values.		Next Steps Evaluate pupil voice to consider impact and additional actions. Develop progression map for enrichment, linked to contextual learning curriculum review.		

FUNDAMENTAL BRITISH VALUES: <i>The Ethos of RFS underpins every aspect fundamental British values and SMSC, ensuring an inclusive and respectful community for all.</i>	SCHOOL EVALUATION As noted within our most recent Ofsted, November 2022: “The wide range of extra opportunities pupils have access to helps them develop as active and responsible citizens of Thetford.” Redcastle Family School has achieved this through ensuring that curriculum, expectations for learning behaviours and the tangible experiences that facilitate the whole child have been carefully planned and coordinated to ensure children make clear progression in their capacity to engage with the wider world and community to apply this understanding. In future, for the school to maintain outstanding development within this area, we must ensure our PSHE and SMSC offer is integrated, allowing all aspects of personal development to be purposely linked through providing opportunities for all children to experiences within the wider world and local community. This must be explicitly placed within the teaching points of the whole curriculum and monitored to ensure this is embedded throughout the school.								
School Evaluation	Outstanding	Outstanding (With Actions Completed)			Good				
MILESTONES					2024-2025			2025-2026	
					A	Sp	Su		A



The curriculum for FBV provides explicit stages of development that build on prior learning, ensuring an understanding of key concepts built through lived experiences of the wider world.							
That subject leaders are clear on how their subjects are integrated into the progression of teaching FBV and this is explicit within curriculum planning.							
The promotion of FBV is explicit through teaching, events and child led activities, which allow children to grasp their role as global citizen.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources			
The curriculum for FBV provides explicit stages of development that build on prior learning, ensuring an understanding of key concepts built through lived experiences of the wider world.	A clear progression map for the development of themes across each year group and subject is established. CPD has taken place with leaders and teachers to identify areas of the school curriculum that facilitate the delivery of the progression map. (including extra and enrichment). Identify areas which require further planning for learning and enrichment and implement this. Review and evaluate the effectiveness of the plan as part of monitor cycle taken appropriate steps as required.	Autumn 2025 (Integrated into contextual learning map)	HT & Subject leads	CPD Time.			
That subject leaders are clear on how their subjects are integrated into the progression of teaching FBV and this is explicit within curriculum planning.	CPD to update provision maps to reflect the implementation of the FBV map.	Autumn 2025	HT & Subject leads	CPD Time.			
	Monitor this as part of the subject monitoring cycle.	Spring 2026					
	Add a specific FBV point to subject specific action plans to ensure prominence is maintained in future cycles.	Spring 2026					
The promotion of FBV is explicit through teaching, events and child led activities which allow children to grasp their role as global citizen.	Whole School learning projects to promote FBV include: - Development of courtyard space - Development of Outdoor Learning Spaces - Development of pond area (SEND)	Summer 2025	AC	£5000 TEFT Bid & Fundraising TBC			
	Action plan and specific planning developed to ensure whole school plans supplement the FBV progression map.	Autumn 2025 - Ongoing	TBC	UPS Point			
	Projects completed and documented through learning, parental engagement and community promotion.						



Impact Review after contextual learning map has been completed and subject teams have updated their policies in spring 2026.		Next Steps		

CITIZENSHIP & COMMUNITY ENGAGEMENT: <i>The links and outreach which RFS has developed allow children to experience what it means to be part of society and the importance citizenship plays in their own well being.</i>	SCHOOL EVALUATION Redcastle Family school has ensured that each aspect of the curriculum has significant opportunities to apply and engage with the wider community to help facilitate understanding of the how their learning is applied within the wider world and establish personal responsibility for the development of this now and in the future. Most recent examples of this development include: - Engaging and facilitating community events established by the Thetford LCEP - Leading on the development of a Thetford Sports Network, which has established cluster events across all year groups using local sporting venues to establish and support grass roots participation. - Tailoring the curriculum to ensure all units have aspects of extra-curricular learning within the wider community. To ensure that this aspect of school is outstanding we must continue to review our curriculum and link learning experiences and outcomes with real life organisations within the community.					
	School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good		
MILESTONES The school is a facilitator for cultural activities across Thetford for children from each key stage. This has provided enhance opportunities that allow them to explore artistic talents and start pathways for development outside of the school curriculum.				2024-2025		
				A	Sp	Su
				2025-2026		
				A	Sp	Su



The TSN ensures a range of engagement and competitive events in collaboration with other sporting organisations to ensure there is further opportunities for grass roots participation outside of the school curriculum.							
The curriculum has a systematic approach to ensure learning is facilitated by community links and external learning projects to ensure all children have an extensive knowledge of the role their community plays in the wider world.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources			
The school is a facilitator for cultural activities across Thetford for children from each key stage. This has provided enhance opportunities that allow them to explore artistic talents and start pathways for development outside of the school curriculum.	Establish cultural enrichment & community links through our curriculum provision map. Identify areas for development to include in subject action plans.	Autumn 2025 (Integrated into contextual learning map)	HT & Subject leads	CPD Time.			
	Extend range of extra-curricular activities and use of local external agencies to support this.	Autumn 2025 Ongoing	Subject Leads	TBC			
	Explore pathways for gifted and talented pupils.	Spring 2026	HT & SLT				
The TSN ensures a range of engagement and competitive events in collaboration with other sporting organisations to ensure there is further opportunities for grass roots participation outside of the school curriculum.	Facilitate sporting events calendar established by RFS and TA by: - Meeting with organisations and sporting groups to secure use of facilities. - Run school subject leader meetings to evaluate and improve further on annual offer. - Promote activities within wider community to ensure awareness is established across Thetford and Norfolk.	2024-2025 Academic Year the Annual Cycle	HT & PE Lead	TBC			
	- Secure funding to provide additional coaching and enrichment in order to enable schools to increase their participation with the TSN calendar.		HT				
	- Create a network of sporting organisations to consider strategies for promoting grass roots participation across the town. - Explore pathways for gifted and talented pupils.	Summer 2026	HT & PE Lead	TBC			
The curriculum has a systematic approach to ensure learning is facilitated by community links and external learning projects to ensure all	A clear progression map for the development of themes across each year group and subject is established. -	Autumn 2025 (Plan), Spring 2026 (Trial)	HT & Subject Leaders.	CPD			
	CPD has taken place with leaders and teachers to identify areas of the school curriculum that facilitate the delivery of the progression map. (including extra and enrichment).						



children have an extensive knowledge of the role their community plays in the wider world.				
	Identify areas which require further planning for learning and enrichment and implement this.	Autumn 2025 (Plan), Spring 2026 (Trial)	HT & Subject Leaders.	CPD
	Review and evaluate the effectiveness of the plan as part of monitor cycle taken appropriate steps as required.	Summer 2026	HT & Subject Leaders.	
Impact TSN has secured funding for 2025-2026 year and has established calendar of events. 3136 places for sporting participation were achieved in the previous year.		Next Steps Review after contextual learning map has been completed and subject teams have updated their policies in spring 2026.		



HEALTHY LIVING & WELLBEING: <i>RFS promotes lifestyles which will ensure children are equipped with the skills to make positive choices for their health and well being.</i>	SCHOOL EVALUATION						
	The school has completed all relevant actions concerning PE provision, Outdoor areas and kitchen staffing to ensure that it is able to further enhance its healthy living agenda. During the time of the pandemic, the local authority has not been providing support services to enable healthy schools awards although the school will ensure that all aspects of the curriculum are already established through the planned curriculum review. Our DT curriculum is linked with the healthy living agenda and this is also provided through cookery lessons for all year groups.						
	Due to the recruitment of a new PE team, the provision and quality of PE and sports has increased significantly; ensuring both children’s level of fitness and enthusiasm towards the subject have made strong improvements. The school provides extra curricular clubs at						
	lunchtimes and after school 5 days a week. The school leads the Thetford Sports Network, which is increasing the provision by working with local stakeholders including sport England, and Active Norfolk to further enhance the capacity for children to engage with grass roots participation.						
	The staff have recruited qualified forest school teachers and is providing training for additional staff currently. This school has also identified staff who will complete Well being training over the next academic year. All staff have been given training to support the implementation of the HRE curriculum.						
For the school to be outstanding it must now formalise a healthy living offer, which can be monitored through a series of targets for development.							
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
There is a clear vision and strategy for the improvement of health and wellbeing through the development of a policy and action plan.							
All school policies that impact health and wellbeing have been reviewed and adjustments made to ensure they are compliant with schools expectations.							
Community based initiatives which encourage wider stakeholders to support our aims for health and well-being take place as part of a regular calendar of support and enrichment.							

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
There is a clear vision and strategy for the improvement of health and wellbeing through the development of a policy and action plan.	Health and Well being action plan is established and communicated to all relevant stakeholders. A dedicated lead is appointed to facilitate its completion.	Spring 2026	HT & New Lead Role	
	Action plan established to identify prioritise for school development	Summer 2026	Health & Well Being lead	TBC
	The actions are reviewed and impact evaluated with progress reported to Governors annually.			
All school policies that impact health and wellbeing have been reviewed and adjustments made to ensure they are compliant with schools expectations.	Health and Wellbeing policy is created which links to other relevant school policies and procedures where appropriate.	Spring 2026	HT & New Lead Role	
	Considerations for the adjustment of current school policy to meet the aims of the health and wellbeing policy are scheduled. The policies which are reviewed ensure consideration of the following areas: - Healthy Diet & Nutrition - Exercise and Physical health. - Mental Health & Wellbeing	Autumn 2026	HT & New Lead Role	
	Adjustment to each policy is identified within the action plan.	Autumn 2026 - Ongoing	New Lead Role	TBC
Community based initiatives that encourage wider stakeholders to support our aims for health and well-being take place as part of a regular calendar of support and enrichment.	A calendar of health & wellbeing community events is established, ensuring coverage has engaged all stakeholders where possible.	Autumn 2026 - Ongoing	New Lead Role	TBC
	Events are completed and the calendar is reviewed to ensure opportunities and coverage makes use of available resources or stakeholders wherever possible.	Autumn 2026 - Ongoing	New Lead Role	TBC
Impact Review in next cycle.		Next Steps		

EQUALITY & DIVERSITY: <i>Every member of RFS is given the support and intervention required to allow them to thrive and succeed to the best of their ability.</i>		SCHOOL EVALUATION				
		There have been minimal racial incidents that have occurred this year, they have been dealt with according to our policy and recorded where necessary. The barriers document has highlighted children that have particular disabilities or individual needs. Their needs are continually being met through in house interventions or/and outside agencies. Progress for all groups is in line with school expectations unless there is a specific barrier to learning. Children with specific needs are highlighted and supported by named staff through and reviewed on a regular basis. Care plans and medical forms/referrals are in place. The school systematically completes events such as stand up to racism week as part of our wider curriculum and SMSC provision.				
School Evaluation		Outstanding	Outstanding (With Actions Completed)	Good		
MILESTONES				2024-2025		
				A	Sp	Su
All ethnic groups are appropriately supported which ensures, integration, safeguarding and academic progress is equal for all.						
The school has taken all appropriate measures to ensure inclusion of individuals with specific needs or disabilities.						
The promotion of community cohesion is embedded throughout school practice.						
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources		
All ethnic groups are appropriately supported which ensures, integration, safeguarding and academic progress is equal for all.	Establish Ethnicity report as part of Termly SEN report to Governors/ HT highlight current picture of equality and fair access.	Autumn 2 2024- Ongoing	DHT			
	Log and deal with all racist incidents in an appropriate matter.	2024- Ongoing	Safeguarding Team			
	Promote good relationships between different ethnicity groups by: - Parents coffee open mornings etc. - Tea Parties - Curriculum events within community (Curriculum redesign) - Wider world assemblies	Summer 1 2024- Ongoing	Whole School	Catering Fee- Kitchen TBC		
	Review achievement data and identify appropriate interventions for any specific ethnicity group.	Summer 2 2025 & 2026 Ongoing	HT & AHT			
The school has taken all appropriate measures to ensure inclusion of individuals with specific needs or disabilities.	Consultation procedures identified through disability policy to ensure school identifies and addresses specific needs as required.	TBC	HT, DHT & Governors			
	Establish provision map to meet the needs of specific SEN pupils and review impact throughout the year.	Autumn 2 2024 - Ongoing	DHT			



The promotion of community cohesion is embedded throughout school practice.	Redesign curriculum, which creates links to local, national and international community outreach.	Autumn 1 2025	HT, Class Teachers	CPD Time
	Implement school assembly focus for discussion of current global issues.	Autumn 2 2025- Ongoing	PHSE Lead	
	Establish timetable of Theme days relating to global events.	Spring 1 2026- Ongoing	PHSE Lead	Curriculum Resources.
Impact		Next Steps		



TRANSITION: <i>RFS identifies the needs of all learners and facilitates personalised actions that ensures every child’s capacity to learn remains consistent.</i>	SCHOOL EVALUATION Redcastle Family School continues to work closely with the local cluster to ensure transition between schools and within in year admissions is coordinated closely. The Headteacher is chair for the Thetford cluster and continues to work with all stakeholders to identify a number of additional activities to support children working collaboratively across the town in order to help engagement with pupils prior to their arrival at secondary school. Cluster head teachers have agreed protocols to manage in year movement and aid transition of vulnerable pupils that may require additional support. In addition, the school continues to provide additional transition requirements for those children that require this. This has involved children working with adults through specific transition plans to ensure their needs have been assessed and catered for at the point of transition to ensure they are successful. The school also utilise this within its own approach as children move between years and this informed through the Intervention team who work closely with vulnerable pupils as part of the schools provision mapping. Our Transition week ensures children are prepared for new environments, and have time to develop relationships with new staff and understand what is expected of them as learner through a PHSE thematic week of teaching. In order to be outstanding we will establish a progression plan for independent learning skills, specific to each year group, which will ensure they are able build on previously learnt skills in order access new aspects/ demands of the curriculum successfully. Develop programme of learning activities for each year group that will be used to facilitate this.								
	School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
	MILESTONES			2024-2025			2025-2026		
				A	Sp	Su	A	Sp	Su
	Maintain a series of cluster events to ensure collaboration and transition based activities are experienced across the primary sector to prepare their transition to secondary school.								
Cater for the specific needs of key groups of pupils through targeted transition plans.									
Develop a specific programme of learning activities for each year group that will be used to help develop the independent learning skills each year group will require to meet the requirements of the curriculum they will be taught.									

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Maintain a series of cluster events to ensure collaboration and transition based activities are experienced across the primary sector to prepare their transition to secondary school.	Terms of reference to ensure agenda considers collaborative projects with different community stakeholders.	Autumn 1 Thetford Cluster HT	HT	Meeting time
	Events are communicated to all schools to promote participation and engagement.	Half termly agenda point- Ongoing	HT	
	School to continue to lead the TSN and calendar of sporting events across the town.	Annual cycle	HT & TSN	
	Explore funding opportunities to facilitate engagement in cluster events.	Bid to TEFT Summer 25	HT	£6500 Bid (Costed plan)
Cater for the specific needs of key groups of pupils through targeted transition plans.	Ensure specific intervention plans are created for those integrating in and out of the SRB & SHIP including events for parents to meet key adults from each setting.	Summer 2025 ongoing cycle	SRB/ SHIP LT	
	Identify vulnerable pupils that will require support to manage transition and work with other stakeholders to agree feasible adjustments or plans.	As required.	DHT	TBC
Establish a progression plan for independent learning skills, specific to each year group, which will ensure they are able build on previously learnt skills in order access new aspects/ demands of the curriculum successfully.	Establish a progression plan of learning skills, drawing on the key requirements of the curriculum in each year group.	Summer 2026	TBC	
	Identify a series of activities or learning strategies/ teaching models which will facilitate the specific learning skills for each year group.	Summer 2026	TBC	
	Trial their use within to ensure school policy meets the intended outcomes.	Summer 2026	TBC	
	CPD to ensure expectations and actions are consistently communicated.	Ongoing cycle	TBC	
	Trial use and evaluate feedback., making adjustments.	Ongoing cycle	TBC	
	Implement into school practice with annual review points.	Ongoing cycle	TBC	
Impact Review when timescale becomes active.		Next Steps		