



Wardley CE Primary School Curriculum Inclusion Strategies - PSHE



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in PSHE. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face..

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> - All adults are aware of individual children’s barriers to learning, so they can best meet their needs. - A quiet, calm working environment, to minimise distractions. - Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on, provide or provide an intervention. - Deploy all adults strategically, to achieve the best pupil outcomes. - All adults modelling accurate and precise PSHE language. - Regular opportunities to revisit prior learning in PSHE. - A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> - Adults use Blank Level Questioning, appropriate to each child. - Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of the PSHE concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Appropriately challenging historical language used within lessons. - Visual and story aids to support children in understanding situations and emotions that may differ to their own. - Letters sent home to parents where appropriate prior to sensitive topics being taught in school. - Interactive activities, wherever possible, to expose children to different scenarios.
Early Years Foundation Stage PSHE is linked to PSED Development	<p><u>Within a lesson (Reception)</u></p> <ul style="list-style-type: none"> - At Wardley we use the Jigsaw PSHE Programme which supports children in managing emotions, building self-esteem, solving problems effectively, resolving conflicts peacefully, having empathy, making responsible decisions and maintaining healthy relationships. - Children will be supported by adults in small groups. - A bank of fictional PSHE books are used to scaffold understanding as well as provide visual aids. <i>In Reception, the lesson content is based on a key book that focuses on a different skill/scenario/emotion/circumstance.</i>

<p>Matters area of learning.</p>	<p><u>Within a lesson (Nursery)</u></p> <ul style="list-style-type: none"> - Short input for lessons linked to common challenges for children. <i>In Nursery, planning focuses on recent challenges children have faced such as building, friendship, sharing, kindness, etc.</i> - Children will be supported by adults in small groups. <p><u>Within provision / learning environment</u></p> <ul style="list-style-type: none"> - Adults model skills for play and relationship building. <i>In Nursery and Reception, role-play areas are enhanced each half term and play is modelled by adults before children begin exploring independently. It is then regularly monitored to encourage turn-taking, use of appropriate vocabulary and confidence with trying new things.</i> - Visual aids for understanding emotions and coping strategies. <i>In Reception, social stories are used where appropriate to encourage responsible decision-making and self—regulation.</i> - Adults share real-life examples about dealing with challenges and intervene when appropriate to help children resolve conflict and discuss differences. <p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> - Resources shared with parents for use at home where appropriate, e.g. social stories, emotion charts.
<p>Key Stage 1 & 2</p>	<p><u>Within the whole school</u></p> <ul style="list-style-type: none"> - All learning content has been reviewed so that it is in accordance with the Church’s moral teaching to maintain the school’s Christian ethos, acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. <p><u>Within a lesson</u></p> <ul style="list-style-type: none"> - Picture books, story books, storyboards and case studies used as a stimulus to encourage discussion. <i>In Year 4, bullying scenarios are explored via case studies. In Year 6, case studies are used to help children celebrate differences and understand the world from a different perspective, In Year 2 , the story book, ‘Mummy, mamma and Me’ is used to help the children understand that all families do not look the same.</i> - Adults regularly ‘checking in’ with pupils to ensure children with needs are still able to access learning alongside their peers and to know they have a safe space to share experiences. - Small group work, supported by an adult, to ensure maximum pupil participation. <i>Supporting pupils during the thinking and discussion element of lessons to encourage deeper thinking and understanding.</i> - Allow time for children to share their response to posed questions with an adult/peer first, to give them the confidence to share with group/whole class. Adult to scaffold verbal responses if needed. - Peers/adults reading questions/information for pupils, if required. <i>At Wardley, this may involve adults supporting pupils by defining vocabulary and giving real life examples.</i>

- Adults scribe for pupils, if writing is a barrier to learning, so PSHE can be the focus.
- Adults use appropriate non-verbal communication. Include gesture, body language and eye contact.
- Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge).
- Limit the number of questions asked.
- Children are given the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.
- Verbal information made visual e.g. word lists, vocabulary lists.
- Give lots of targeted, focused praise e.g. good listening, good sitting.
- Use of Blank Level questions targeted and pitched to the children at their correct level.
- Careful grouping is encouraged- always use an empathetic, confident and articulate child to model answers and lead discussion.
- Role play used to demonstrate appropriate and inappropriate behaviours. *In Year 4, pupils read a book about diversity and accepting everyone and role different scenarios to help them understand things from someone elses perspective.*
- Resources on the interactive board are displayed on pale coloured backgrounds to support our dyslexic and colour-blind pupils.
- Overlays are used for those pupils who can see and read resources more confidently with the use of one.
- When sheets are used, pupils who require it, are given a copy on pale blue or pale yellow paper.

Vocabulary

- Reduce the amount of vocabulary within a PSHE lesson to avoid cognitive overload.
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrams, mind maps (see other ELKLAN resources for extending vocabulary)*
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Where necessary, simplify vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of geographical vocabulary and concepts.