

## SEND Adaptations for PSHRE (Personal, Social, Health and Relationships Education)

“Pupils with social, emotional and mental health needs or learning disabilities can especially benefit from relationships and health education. In particular, a focus on friendships and healthy relationships and how this has an impact on emotional wellbeing”

| Cognition and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Communication and Interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sensory and/or Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>• Use of first-hand practical activities to explore and spark interest.</li> <li>• Use of secondary sources to support understanding of content such as maps, atlases, photos, and videos.</li> <li>• Use of word banks to support understanding and learning of vocabulary.</li> <li>• Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying).</li> <li>• Pre-learning and over learning to support understanding including topic related vocabulary on their knowledge organisers.</li> <li>• Use of small groups to scaffold SEND children where needed.</li> <li>• Application of vocabulary into different contexts to deepen understanding.</li> <li>• Ensure that parents are aware of the vocabulary and what is covered in the PSHRE curriculum and can support with the learning of the terminology at home through research.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</li> <li>• Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</li> <li>• Pre-expose children with some of the PSHRE curriculum so that they naturally have an interest in what the learning is going to be about.</li> <li>• PSHRE does not always run according to a set routine so children can be prepared for the structure of the lesson by breaking it down into manageable chunks.</li> <li>• Visual words/cues/phrases.</li> <li>• Repetition and reinforcement.</li> <li>• Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</li> <li>• Allow the voice of pupils with SEND through the World of Work pupil job opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• The class teacher will have a good knowledge of their class and will treat sensitive situations such as drug use/ alcoholism so that those children are aware of the unit in advance of the lessons</li> <li>• Ensure that instructions are clear and tasks are broken down to be achievable.</li> <li>• Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</li> <li>• Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening.</li> <li>• Providing a safe space for children within the lesson if needed.</li> <li>• Teaching with empathy and understanding of the child's needs.</li> <li>• Allow movement breaks within the classroom for example giving out equipment or books etc.</li> <li>• Allow sensory/brain breaks as a break from learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure all images are large enough and accessible.</li> <li>• Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</li> <li>• Use of an iPad to support children with a visual impairment where screen sharing can occur.</li> <li>• Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</li> <li>• Working within mixed ability groups to support.</li> <li>• Pencil grips, tripod pencils, left-handed pens etc to support.</li> <li>• Use of IT to support access beyond screen sharing.</li> <li>• Providing warning of any transition that may occur in the lessons.</li> <li>• Careful consideration of trips and visitors for PSHRE, will the child need some access arrangements or physical support? A separate risk assessment may be required.</li> </ul> |