

PSHE (H.E.L.Ps) Progression Map



“It is vital that when educating our children’s brains, we do not neglect to educate their hearts.” Dalai Lama.

Our Curriculum Intent:

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

At Ladybridge, we encourage our pupils to, 'Think like Citizens.'

Intent:

At Ladybridge, we provide a carefully sequenced and ambitious PSHE curriculum that progressively builds pupils' knowledge and skills over time. Our PSHE topics have been thoughtfully selected to help children develop a secure understanding of themselves and others, while encouraging curiosity, empathy, and resilience in their everyday lives. Pupils build their knowledge of personal, social, health, and economic issues, learning how to make informed decisions that support their own wellbeing and the wellbeing of those around them. Through practical, discussion-based, and real-life contextualised learning experiences, pupils are immersed in PSHE that is relevant, meaningful, and engaging. They are taught to reflect on their feelings, make reasoned choices, solve problems collaboratively, and understand the consequences of their actions. The curriculum places a strong emphasis on relationships and emotional literacy. Pupils develop self-awareness, empathy, and integrity, learning to form positive relationships and communicate respectfully. They explore diversity, understand the importance of inclusion, and recognise how their actions contribute to their communities. Our PSHE programme, aligned with Kapow Primary's RSE & PSHE scheme, also provides a foundation for safeguarding, helping pupils navigate an increasingly complex world with confidence and care. Lessons promote resilience, personal agency, and a sense of responsibility, enabling children to approach life's challenges with maturity and compassion. By progressively strengthening their knowledge and skills, Ladybridge pupils develop a deep understanding of themselves, their relationships, and the wider world. This equips them for future learning and life, helping them to think critically, act responsibly, and become kind, thoughtful, and socially aware citizens.

Implementation:

At Ladybridge, PSHE, which is known as HELP(S) lessons to the children, is taught every week. This regular, consistent approach ensures pupils have frequent opportunities to build, revisit, and deepen their personal, social, health, and economic understanding. A carefully designed progression grid underpins our PSHE curriculum. The progression of learning is mapped to ensure concepts build systematically over time, enabling pupils to develop secure knowledge and skills year on year. The curriculum is mapped out into 6 key areas: families and friendships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing. Learning is scaffolded carefully across the school, with each year group revisiting and extending prior knowledge to promote depth and long-term understanding. At Ladybridge, we believe it is essential for pupils to develop their personal, social, and emotional understanding through rich, practical, and discussion-based experiences. Teachers provide regular opportunities for pupils to reflect on their feelings, discuss dilemmas, make decisions, and practise strategies for managing change and relationships. Pupils are encouraged to be curious, ask questions, show empathy, and think critically about themselves, others, and the wider community. Through this approach, we aim to nurture confident, motivated, and socially aware young people who are equipped to make informed choices, manage challenges, and contribute positively to their communities.

Impact:

At Ladybridge, the impact of our PSHE curriculum is seen in pupils who think and act like thoughtful, reflective, and socially aware individuals. They are curious, empathetic, and increasingly confident in understanding themselves, others, and the world around them. By the time they leave us, children have a secure understanding of key PSHE concepts, strong foundational knowledge, and the ability to apply personal, social, and emotional skills with confidence and independence. They are equipped with a rich and progressive PSHE vocabulary that enables them to articulate their ideas clearly, express their feelings appropriately, and explain their thinking when discussing relationships, wellbeing, and citizenship. Children demonstrate their learning to a high standard in a range of purposeful ways, and regular discussions, reflective activities, and practical tasks show their growing confidence in making informed choices, resolving conflicts, and applying strategies to support their own wellbeing and that of others. Consistent teaching and collaborative staff moderation ensure that PSHE is delivered effectively across all year groups, with clear progression and high expectations. Engaging, practical, and discussion-based activities help bring PSHE to life and make learning meaningful and memorable. Above all, we want every child to thoroughly enjoy PSHE, feeling motivated to reflect, empathise, participate, and make thoughtful decisions, developing the knowledge, skills, and attitudes to lead healthy, confident, and responsible lives.

Knowledge:

A spiral curriculum

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



Themes:

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

<u>Key Concepts:</u>	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	 <p>Learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.</p>	 <p>Learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.</p>	 <p>Learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.</p>	 <p>Recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.</p>	 <p>Exploring what money is, ways to earn it and how to take care of it.</p>

Understand
yourself

Respect others

Stay healthy and
safe

Think Like a ... Citizen

Think about the
world around you

Contribute to
your community

Be ready to
learn and grow

Progression of Skills and Knowledge

Families and Relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Talking about people that hold a special place in my life.	N/A	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team.	To understand that different people like different things. To understand that all people are valuable.	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	N/A	N/A
Friendships	<p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p>	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p>	Exploring physical and emotional boundaries in friendships.	<p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Identifying who I can trust.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p>	N/A	<p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p>
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Health and Wellbeing

Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for my teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.	Exploring positive sleep habits.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.	To understand the balance of foods we need to keep healthy.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.	N/A	N/A
Mental wellbeing	Being able to breakdown a problem into smaller parts to overcome it.	<p>To understand the importance of belonging.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
Mental wellbeing	Taking responsibility for my own feelings.	N/A	Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Safety and the Changing Body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>		<p>To know that some types of physical contact are never appropriate.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	N/A	N/A

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	Exploring online relationships including dealing with problems.	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Identifying reliable sources of help with puberty.	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

Citizenship

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p>	<p>To know the rules in school.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Learning how to discuss issues of concern to me.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To understand that everyone has similarities and differences.</p>

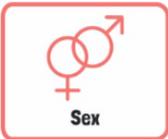
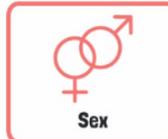
Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Developing an understanding of how parliament and Government work.</p>	<p>To know what happens when someone breaks the law.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Discussing how education and other human rights protect us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

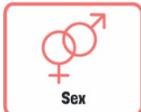
Identity

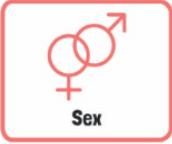
Year 6 only

Skills	Knowledge
Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

RSHE and PSHE Long Term Plan 2025-2026

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Introductory lesson	Setting ground rules for RSE and PSHE lessons	Setting ground rules for RSE and PSHE lessons	Setting ground rules and signposting	Setting ground rules and signposting	Setting ground rules and signposting	Setting ground rules for RSE and PSHE
<p>Family and Relationships</p> <p>These lessons will be covered during Autumn 1 and 2.</p> 	<p>L1 What is family?</p>  <p>L2 What are friendships?</p> <p>L5 Friendship problems</p> <p>L6 Healthy friendships</p> <p>L7 Gender Stereotypes</p> 	<p>L2 Families are all Different</p>  <p>L4 Unhappy friendships</p> <p>L5 Introduction to manners and courtesy NEW 2025</p> <p>L6 Change and loss</p> <p>L7 Gender stereotypes: Careers and jobs</p> 	<p>L1 Healthy families</p> <p>L2 Friendship conflicts</p> <p>L3 Friendship: conflict vs Bullying</p> <p>L5 Learning who to trust</p> <p>L6 Respecting differences in others</p>  	<p>L1 Respect and manners</p> <p>L2 Healthy friendship</p> <p>L4 Bullying</p> <p>L6 Stereotypes: Disability</p> <p>L8 Change and loss</p> <p>British Values Mutual respect Individual liberty Tolerance</p>	<p>L2 Friendship skills</p> <p>L3 Marriage</p>  <p>L4 Respecting myself</p> <p>L5 Family life</p> <p>L6 Bullying</p> <p>L8 Stereotypes: Race and Religion</p> 	<p>L1 Respect NEW</p> <p>L2 Respectful Relationships</p> <p>L4 Challenging Stereotypes</p>   <p>L5 Resolving conflict</p> <p>L6 Change and loss</p>

	<p>British values covered: Mutual respect</p>	<p>British values covered: Mutual respect</p>	<p> Disability</p> <p>L7 Stereotyping gender</p> <p> Sex</p> <p>British values covered: Mutual respect Tolerance</p>		<p>British values covered: Mutual respect Rule of law Individual liberty Tolerance</p>	<p>British values covered: Mutual respect</p>
<p>Health and Wellbeing</p> <p>These lessons will be covered during Autumn 2 and Spring 1.</p> 	<p>L1 Understanding my emotions</p> <p>L3 Ready for bed</p> <p>L5 Handwashing & personal hygiene</p> <p>L6 Sun safety</p> <p>L7 Allergies</p>	<p>L1 Experiencing different Emotions</p> <p>L5 Developing a growth mindset NEW</p> <p>L6 Healthy diet NEW</p> <p>L7 Looking after our teeth NEW</p>	<p>L1 My healthy diary</p> <p>L3 Wonderful me NEW</p> <p>L5 Resilience: breaking down barriers</p> <p>L7: Diet and dental health</p>	<p>L1 Looking after our teeth</p> <p>L3 Celebrating mistakes</p> <p>L5 My happiness</p> <p>L6 Emotions</p> <p>L7 Mental health</p> <p>British Values Individual liberty</p>	<p>L2 The importance of rest</p> <p>L5 Taking responsibility for my feelings</p> <p>L6 Healthy Meals NEW</p> <p>L7 Sun safety</p> <p>British values covered: Individual liberty</p>	<p>L3 Taking responsibility for my health</p> <p>L4 The impact of technology on health</p> <p>L5 Resilience toolkit</p> <p>L6 Immunisation</p> <p>L8 Physical Health Concerns</p> <p>British Values Individual liberty</p>

<p>Safety and the changing body</p> <p>These lessons will be covered during Spring 2 and Summer 1.</p> 	<p>L1 Adults in school</p> <p>L2 Adults outside school</p> <p>L4 Making an emergency phone call</p> <p>L5 Appropriate contact</p> <p>L6 Safety with substances</p> <p>British Values Individual liberty Mutual respect</p>	<p>L2 Communicating online</p> <p>L3 Secrets and surprises</p> <p>L5 Appropriate contact: My private parts are Private</p> <p>L8 Staying safe with Medicine NEW</p> <p>British Values Mutual respect Individual liberty</p>	<p>L1 First Aid: emergencies and calling for help (St John's ambulance lesson)</p> <p>L4 Cyberbullying NEW</p> <p>L7 Influences</p> <p>L8 Keeping safe out and About</p> <p>British Values Mutual respect Individual liberty</p>	<p>L1 Internet safety: Age Restrictions</p> <p>L2 Share aware NEW</p> <p>L4 Privacy and security</p> <p>L7 Introducing puberty</p> <p>L8 Tobacco</p> <p>British Values The rule of law</p>	<p>L1 Online friendships</p> <p>L2 Staying safe online –</p> <p>L3 Puberty</p> <p>L4 Menstruation</p> <p>L6 First Aid: Bleeding (St John's ambulance lesson)</p> <p>L7 Alcohol, drugs and tobacco: Making decisions</p> <p>British values covered: Individual liberty</p>	<p>L1 Alcohol</p> <p>L3 Social media</p> <p>L4 Physical and emotional changes of puberty</p>  <p>L5 Conception</p> <p>L6 Pregnancy and birth</p>  <p>L8 First Aid: Basic Life support NEW British Values Mutual respect</p>
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<p>Citizenship (British Values)</p> <p>These lessons will be covered during Summer 1 Summer 2.</p> 	<p>L1 Rules</p>  <p>Age</p> <p>L4 Similar, yet different</p>  <p>Race</p>  <p>Religion or belief</p> <p>L6 Democratic decisions</p> <p>British Values Democracy The rule of law Mutual respect Tolerance</p>	<p>L1 Rules beyond school</p> <p>L5 Similar yet different - my local community</p>  <p>Race</p>  <p>Religion or belief</p> <p>L7 Giving my opinion</p> <p>British Values Democracy The rule of law Mutual respect Individual liberty Tolerance</p>	<p>L1 Rights of the child</p> <p>L5 Charity</p> <p>L6 Local democracy</p> <p>British Values Democracy The rule of law Individual liberty</p>	<p>L1 What are human rights?</p> <p>L5 Diverse communities</p>  <p>Age</p>  <p>Disability</p>  <p>Sex</p>  <p>Race</p>  <p>Religion or belief</p> <p>British Values Democracy Mutual respect Individual liberty Tolerance</p>	<p>L1: Breaking the law</p> <p>L6 Parliament</p> <p>British Values Democracy The rule of law Mutual respect Individual liberty</p>	<p>L1 Human rights</p> <p>L4 Prejudice and Discrimination</p> <p>L6 National democracy</p> <p>British Values Democracy Mutual respect Individual liberty Tolerance</p>
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Economic Wellbeing

These lessons will be covered during Summer 1 and Summer 2.



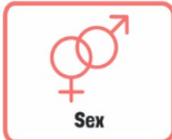
L1 What is money? (L10 what money is, forms and sources P1-7)

L2: Keeping money safe

L3: What is a bank?

L4 Saving and spending (L11 Making choices about money P1-7)

L5 Jobs in schools (L15 Jobs and Earning money P1-7)



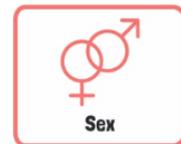
L1: Where does money come from?

L2 Needs and wants (L12 P3 & 6)

L4: Bank cards and accounts NEW

L5: My skills and talents

(L16) Jobs and people in the community



L1 How do people pay for things?

L2 Budgeting

L3: How do people feel about money? (L17)

L4: What happens when people spend money? (L19)

L6: Can anyone be anything? (L27)

British Values
Democracy
The rule of law
Mutual respect
Individual liberty
Tolerance

L1: What is value for money? (L18)

L2: Why keep track of money? (L21)

L3: What ways are there to look after money? (L22)

L4 Influences on career Choices (L26)

L5 Why make a career change? NEW

L6: How can workplace stereotypes be challenged? (L27)



L1: Why prioritise needs over wants? (L20)

L2: What is a weekly budget? (L21)

L3: Borrowing and Loaning (L22)

L4: What are the risks of handling money online? (L22)



L6: What makes a suitable career? (L28)

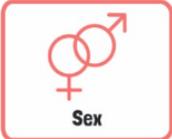
L1: Feelings about Money (L24)

L3: What money responsibilities are there in secondary school?

L4 What are the risks of gambling? (L23)

L6 Career routes (L31)

British Values
Democracy
The rule of law
Mutual respect
Individual liberty

	 <p>Race</p>  <p>Religion or belief</p> <p>British Values Democracy The rule of law Mutual respect Tolerance Individual liberty</p>	 <p>Religion or belief</p> <p>British Values Democracy The rule of law Mutual respect Individual liberty Tolerance</p>		 <p>Sex</p>  <p>Race</p>  <p>Religion or belief</p> <p>British Values Democracy The rule of law Mutual respect Individual liberty Tolerance</p>	<p>British Values Democracy The rule of law Mutual respect Individual liberty Tolerance</p>	
<p>Identity These lessons will be covered during Summer 2.</p> 						<p>L3 Identity and body Image</p> <p>British Values Mutual respect Individual liberty</p>

Just Finance education

Non-statutory (can opt out)

EYFS Long Term Overview	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG:</u>
EYFS Outcomes	<p>Self-regulation: My feelings</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Building Relationships: Special Relationships</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Build constructive and respectful relationships.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Managing Self: Taking on challenges</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show resilience and perseverance in the face of challenges.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Self-Regulation: Listening & following instructions</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Building Relationships: My Family & friends</p> <p>Show sensitivity to their own and to others' needs.</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Build constructive and respectful relationships.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Managing self: My wellbeing</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Manage their own needs: personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and well-being: toothbrushing, having a good sleep routine.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs <p><u>Managing self:</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

				<p>Show resilience and perseverance in the face of challenge.</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs. Identify and moderate their own feelings socially and emotionally.</p>	<p>instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Know and talk about the different factors that support their overall health and well-being: being a safe pedestrian.</p> <p>Know and talk about the different factors that support their overall health and well-being: healthy.</p>	<ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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PSHE in SEND Resource Provision

HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

KEY STAGES 1 AND 2 SELF-AWARENESS

Self-Awareness – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 – Things we are good at	<p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond with curiosity to stimuli about our family.</p>	<p>Describe ourselves – recognising that there is self and there are others.</p>	<p>Identify things we are good at (strengths/talents).</p> <p>Describe the ways in which we are special and unique.</p>	<p>Describe things that we enjoy or that make us feel happy.</p> <p>Identify what we are good at, both in and out of school.</p> <p>Recognise that being unique means we might like and be good at different things from other people.</p>	<p>Describe and demonstrate things we can do well and identify areas where we need help to develop.</p> <p>Identify hopes/wishes for our future lives.</p>	<p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p>
SA2 – Kind and unkind behaviours	<p>Respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>Respond to stimuli about what feeling upset means.</p>	<p>Describe what feeling angry means.</p> <p>Describe what feeling upset means.</p> <p>Recognise that behaviour which hurts others' bodies or feelings is wrong.</p>	<p>Identify when people are being kind or unkind – either to us or to others.</p> <p>Give examples of how our feelings can be hurt.</p> <p>Describe how this may make us feel angry, worried or upset.</p>	<p>Identify what teasing means and how people who are teased might feel.</p> <p>Give reasons why teasing or name-calling is not acceptable.</p> <p>Identify what we can do if others are excluding us or being unkind.</p>	<p>Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).</p> <p>Recognise that this can happen online.</p> <p>Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p>	<p>Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</p> <p>Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>Identify different positive responses we can take towards unkind behaviour and bullying.</p>

SA2...	-	-	-	-	Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.	Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.
SA3 – Playing and working together	<p>Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>Respond with curiosity to modelling of 'good listening'.</p> <p>Respond to 'taking turns' as modelled by both adults and peers.</p>	<p>Demonstrate being alert and ready to listen.</p> <p>Demonstrate good listening and describe how to listen to other people.</p> <p>Describe times when we take turns in school.</p>	<p>Identify reasons why it is important to listen to other people.</p> <p>Identify some actions/ behaviours that show we are being polite and courteous to other people.</p> <p>Demonstrate ways of playing and working cooperatively.</p> <p>Explain what we mean by 'being fair' to one another.</p>	<p>Identify times when we have listened to others and worked collaboratively.</p> <p>Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</p> <p>Identify reasons why it may be upsetting for others if we don't wait for our turn.</p>	<p>Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>Demonstrate working collaboratively towards shared goals.</p> <p>Recognise occasions when we have worked as a team or in a group to achieve something.</p> <p>Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.</p>	<p>Explain why listening and respecting others' points of view helps us to get on with others.</p> <p>Identify and demonstrate ways of improving our own practice when working in a team.</p> <p>Offer constructive feedback to support others working in our team.</p> <p>Explain why 'turn-taking' can help everyone to feel included.</p>
SA4 – People who are special to us	Respond with anticipation to stimuli depicting people who are special to us.	<p>Identify people who are special to us.</p> <p>Give some examples of ways we might let them know they are special to us.</p> <p>Recognise what is meant by 'family'.</p>	<p>Describe what makes our family, friends, teachers, carers special to us.</p> <p>Identify the people who make up our family.</p>	<p>Identify some of the qualities our special people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p>	<p>Give some practical examples of the ways our special people care for us and help us with problems and difficulties.</p> <p>Identify different types of family.</p>	<p>Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.</p> <p>Identify ways in which we can get help if people have been unkind to us or our friends.</p>

SA4...	-	-	-	Identify whom to tell if something in our family life makes us unhappy or worried.	-	Describe ways in which families can be different.
SA5 – Getting on with others	Respond to stimuli about different feelings we or others may experience.	Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.	Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out.	Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.	Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.	Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.

KEY STAGES 1 AND 2 SELF-CARE, SUPPORT AND SAFETY

Self-Care, Support and Safety – We will be able to:

	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SSS1 – Taking care of ourselves	Respond to stimuli about the people who look after us.	Identify people who look after us and help us to take care of ourselves.	Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread.	Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.
SSS2 – Keeping safe	Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.	Describe some simple ways we can help keep ourselves physically safe in school.	Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire.	Identify some different responsibilities we may have to help keep ourselves and others safe. Identify when someone might need first aid because they are hurt/ injured. Explain why it is important to persist with asking for help if our initial requests are not met or understood.	Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations when we might feel afraid. Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.

<p style="text-align: center;">SSS3 – Trust</p>	<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p>	<p>Identify trusted adults in school.</p> <p>Recognise things we would call 'personal' and things we would call 'private'.</p> <p>Recognise what keeping something secret means.</p> <p>Identify someone who can help us if we are afraid or worried.</p>	<p>Explain why 'trust' is not the same as 'like'.</p> <p>Give examples of what is meant by trust.</p> <p>Identify how we feel when we trust someone.</p> <p>Identify some reasons for keeping personal information private.</p> <p>Identify the difference between a 'surprise' and a 'secret'.</p> <p>Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.</p> <p>Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.</p>	<p>Recognise that we do not have to trust someone just because they say we should.</p> <p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>	<p>Describe 'degrees of trust' – those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).</p> <p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.</p> <p>Give examples of how others may put us under pressure to do something.</p> <p>Explain what a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>Identify some basic strategies for saying 'no' to pressure or dares.</p> <p>Identify whom to tell in different situations and what we could say.</p>	<p>Give examples of when we might take back our trust if we feel someone no longer deserves it.</p> <p>Describe how we might feel if someone has dared us to do something.</p> <p>Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.</p> <p>Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p>
<p style="text-align: center;">SSS4 – Keeping safe online</p>	<p>Respond with curiosity to adult modelling of different ways that people communicate with each other.</p>	<p>Describe some ways that we use to communicate, including online.</p>	<p>Demonstrate simple ways of communicating our choices to others.</p>	<p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p>	<p>Explain how other people's identity online can be different to what it actually is in real life.</p>	<p>Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.</p>

<p>SSS4 – Keeping safe online</p>			<p>Give examples of how people might use technology to communicate with others.</p> <p>Identify some risks of communicating online.</p>	<p>Explain that there may be people online who do not have our best interests at heart.</p> <p>Identify things that we should never share online without checking with a trusted adult first.</p>	<p>Explain how to respond if we're not sure if someone online is who they say they are.</p> <p>Identify some benefits of balancing time on electronic devices with other activities.</p>	<p>Explain how what we post online might affect ourselves or others</p> <p>Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.</p> <p>Identify basic rules for using social media, including age restrictions and why they exist.</p> <p>Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p>
<p>SSS5 – Public and private</p>	<p>Respond to stimuli about things that belong to us.</p> <p>Respond to stimuli about what is meant by the word private.</p> <p>Respond to stimuli about things we might do with other people and things we would do on our own.</p>	<p>Identify and recognise some personal belongings.</p> <p>Recognise the difference between something that is private and something that is public.</p> <p>Explain that we have a right to keep our bodies private.</p>	<p>Describe ways we take care of our personal belongings.</p> <p>Identify places that are public and places that are private.</p> <p>Identify some of the places/times/situations which we or others would expect to be 'private'.</p>	<p>Demonstrate how to ask to borrow or use something that belongs to someone else.</p> <p>Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).</p>	<p>Describe how we might feel if our personal belongings are lost or damaged.</p> <p>Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.</p>	<p>Demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.</p>

<p>SSS5 –Public and private</p>			<p>Give simple examples of some things we might do in private but never in public.</p>	<p>Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.</p>	<p>Explain the importance of respecting others' belongings, privacy and feelings.</p> <p>Identify practical strategies to ensure our privacy and that of others.</p>	<p>Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.</p> <p>Explain why we should tell a trusted adult even if someone has told us not to.</p>
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In mainstream classes, we use an adaptive teaching approach across the curriculum. Below is a table that shows how this might look in a HELP lesson.

SEND Adaptations for P.S.H.E			
“Pupils with social, emotional and mental health needs or learning disabilities can especially benefit from relationships, sex and health education. In particular, a focus on friendships and healthy relationships can have an impact on emotional wellbeing.”			
<u>Cognition and Learning</u>	<u>Communication and Interaction</u> <u>Social</u>	<u>Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>Use of first-hand practical activities to explore and spark interest.</p> <p>Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations.</p> <p>Use of alternative ways of recording for writing up experiments including some scribing (leaving blanks for children to complete some known words independently rather than copying).</p> <p>Use of small groups to scaffold SEND children where needed.</p> <p>Physical warm ups to start a lesson to help recall previous learning i.e. some photos of the activities, visitors or themed days with recaps on vocabulary and processes.</p>	<p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> <p>Plan movement breaks and classroom jobs to allow children to move within a lesson.</p> <p>PSHE does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this.</p> <p>Repetition and reinforcement.</p>	<p>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 topic in advance of the lesson.</p> <p>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p>	<p>Ensure all images are large enough and accessible.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</p> <p>Working within mixed ability groups to support.</p> <p>Pencil grips, tripod pencils, left handed pens etc to support.</p>

	<p>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.</p> <p>Simple, step by step instructions verbally and then in a prompt sheet.</p> <p>Use of appropriate modelling to support understanding.</p>	<p>Using IT to support where necessary either for whole class learning or for recording their learning.</p> <p>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</p> <p>Use of positive language to encourage good choice and higher self-esteem.</p>	<p>Use of IT to support access beyond screen sharing.</p> <p>Ear defenders for working time to reduce classroom noise.</p> <p>Providing 'Now and Next' cards to show the child the routine of the lesson.</p> <p>Providing warning of any transition that may occur in the lesson.</p> <p>Careful consideration of trips and visitors for PSHE, will the child need some access arrangements or physical support? A separate risk assessment may be required.</p>
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