

Relationships and Health Education

We are a happy and caring school who pride ourselves on the wide range of opportunities we create for our pupils which centre around their health, wellbeing, spiritual, social and emotional development. We believe in empowering our pupils and laying the foundations for lifelong learning. Our curriculum is designed to support every child as well as giving them the tools to help them to manage their emotions, support their mental health and to make healthy choices throughout their lives.

Our school ethos celebrates all aspects of school life and the positive experiences that the children receive at Penponds. This is reflected in our Values and Vision Statement. RSHE is fully embedded and taught within our curriculum subjects. It is further enhanced by visits from people who help us in our local community, involvement in charity events and with outside agencies and initiatives that promote health and wellbeing.

The Geography Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Geography including following the school's robust system for monitoring and assessing Foundation subjects for Geography.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

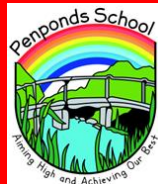
*Penponds School will work with a all stakeholders to create a **happy, safe and stimulating environment** where children become '**Leaders of their own Learning**'. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges** with **resilience and self-assurance**.*

Our core themes in the teaching of RSHE and citizenship are:

Health and Well-being

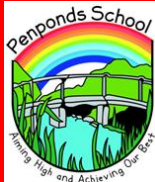
Relationships

Living in the Wider World



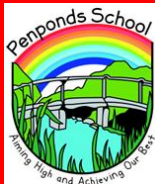
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PSHE Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 (B)	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important Understand how rules can keep us safe Identify who the adults are in school and how they help us</p> <p>Emergencies and Getting Help</p> <p>Safely get help in an emergency, including calling 999 Understand how to care for myself and others</p>	<p>People who care for us</p> <p>Identify different people in our lives who cares for us Explain how I show that I care Understand that all families are different but have the same key qualities Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe</p> <p>Rights, Responsibilities and Respect</p> <p>Know how to be kind to others Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty) Be able to show gratitude for the kind behaviour of others</p>	<p>Healthy Friendships</p> <p>Identify what makes a good friend Describe how to be a good friend Be able to use some simple tools to help solve conflicts Understand how to get help to make a friendship better</p> <p>Our Bodies and Boundaries</p> <p>Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that I have the right to say "no" to unwanted touch Start thinking about who I trust and who I can ask for help</p>	<p>Our Health</p> <p>Explain how we can look after our health Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety Explain how we need to balance physical activity with time online</p> <p>Healthy Food Choices</p> <p>Identify different fruit and vegetables Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste Recall the new recommended daily maximum sugar intake for my age range Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day Understand and compare the sugar content in a variety of food and drink products</p>	<p>We all have feelings</p> <p>Recognise and name some feelings that I might have Explain how feelings can make our bodies feel inside Describe how other's might be feeling Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings</p> <p>Identify feelings that are good and not so good Recognise that people feel differently about things and situations Explain what can change my feelings (from good to not so good and from not so good to good) Suggest things that can help me and others to feel better</p>	<p>Managing our time safely whilst online</p> <p>Describe how something online might make someone feel worried or sad Recognise different feelings Identify up to four adults who can help with problems online</p>



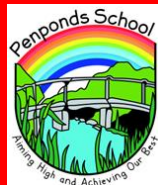
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				Select lower-sugar alternatives to high-sugar products		
Year 1/2 (A)	<p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Our Communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful</p>	<p>Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety</p> <p>Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid</p>	<p>Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes</p>	<p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p> <p>Big Feelings Recognise that feelings can intensify (get stronger) Describe how big feelings can affect their behaviour Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings</p>	<p>Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment</p>



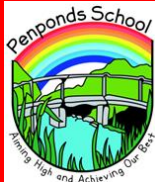
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		<p>Feel able to help someone in need of first aid</p> <p>Sparkler Safety</p>	<p>Understand that washing with soap and water is better than using water alone</p>			
<p>Year 3/4 (B)</p>	<p>World of work Identify my strengths and goals Identify different career paths Explore factors that influence job decisions (stereotypes, family, values, money) Explain key skills that will help me get a job Identify a range of different education and training opportunities</p> <p>Spending and Saving Money Identify different types of money Explain where money comes from Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money</p>	<p>Road Safety Identify and model the 'Stop, Look, Listen, Think' sequence Recognise safer places to cross the road Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport Understand risk and the effect of risky behaviour Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others</p> <p>Individual and Collective Strengths Identify what skills are needed to work with others in a team Understand that everyone brings</p>	<p>Physical Activity Explain the benefits of physical activity on our body and mind Identify the recommendations of regular physical activity for their age group Explain how physical activity makes our bodies feel Describe why exercise makes us feel good</p> <p>Drugs Identify that some drugs are legal and some are illegal Have a basic understanding of the health risks of legal drugs Have a basic understanding of the dangers of illegal drugs</p>	<p>The Internet and everyday life Describe how someone might feel if people are always on their devices Evaluate how much time they spend on my digital devices Identify the benefits of taking time to disconnect from digital devices</p> <p>Everyday Feelings Identify that feelings/emotions are part of a person's health and wellbeing Recognise that feelings usually change throughout the day Give examples of everyday things that can affect feelings Describe what can help people to feel good/better</p>	<p>Expressing Feelings Name a wide range of feelings and emotions Match feelings to a scale of intensity and identify strong feelings Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p> <p>Strategies to support positive mental wellbeing Recognise that mental health is as important as physical health Understand that everyone experiences ups and downs in their mental health Identify key strategies and techniques to support positive mental wellbeing</p>	<p>Sun Safety Explain what ultraviolet or UV light is Explain how our skin can be damaged by UV light Explain how we can keep skin safe and healthy with some simple measures Explain how sunblock or sunscreen can protect our skin</p>



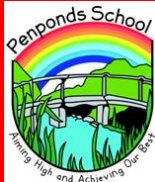
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	Explain how to keep money safe	different strengths to working in a team Recognise what they are good at when working in a team Firework Safety	Be aware of the reasons that some people may choose to use legal drugs Be aware that they can always ask for help and who to ask for support		Know where to go for help if they or a friend is feeling unhappy	
Year 3/4 (A)	<p>What makes a good friend? Identify the qualities of a good friend (on/ offline) Describe the effects of loneliness and how to support ourselves and others Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively Describe how to get support</p> <p>Respecting Others Explain what respect means Explain how to show respect in a debate Understand that there are limits to having freedom of opinion and speech</p>	<p>Resolving Conflict and managing negative pressure Identify how friendships supports our wellbeing Identify some tools to build good friendships Explain how to manage and resolve conflict Explain when and how to get support Identify what peer pressure is</p> <p>Everyday safety and basic first aid Learn and practise how to keep yourself and others safe Learn how to care for yourself and others Learn how to safely get help in an emergency, including calling 999</p>	<p>Money Choices Explain how people pay for things Explain why people spend or save Identify why something might be “good value” Identify different priorities that effect our spending decisions Use basic budgeting tools</p> <p>Volunteering and citizenship Describe what a good citizen is and understand how they can be a good citizen Explain what volunteering means and what things they can do to volunteer in the community</p>	<p>Safely enjoying the online world Recognise when something encountered online ‘doesn’t feel right’ Identify and resist pressurising and manipulative behaviour Identify some risks of sharing photos, videos and comments publicly Explain what privacy settings are used for and how they can help Give examples of how online actions can affect others</p> <p>Keeping personal information safe and private online Give examples of content which may be appropriate or inappropriate to share online Explain the possible consequences of sharing without consent</p>	<p>Understanding that not everyone is who they say they are online Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them Share ideas about how technology can be used positively</p> <p>Managing Feelings Explain how feelings and emotions can influence actions and behaviour Identify ways of coping with feelings in different situations Explain why it is important to talk about feelings and describe how this can feel</p>	<p>The Environment Explain what climate change is Identify different ways we can protect the environment Explain what changes we can make at home and at school to protect the environment</p> <p>Beach Safety Visit (RNLI)</p> <p>Surf day – Surf safety – Global Boarders</p>



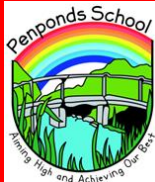
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	Understand that we can disagree with an opinion but still respect someone	Fire Safety – visit from the fire brigade	Explain how they can help and care for their friends and family Identify how they can make a difference to the planet based on their actions Make a plan of actions	Identify appropriate people to turn to for help	Recognise that help, advice and support about feelings comes from different sources	
Year 5/6 (B)	<p>A Diverse Community Describe the different communities that we belong to Explain what diversity means Describe my personal identify in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected</p> <p>Respectful Relationships Identify the features of a positive family life Recognising similarities and differences between people in the community Understand how to respect differences within the community and classroom</p>	<p>Illness Explain what it feels like when we are unwell Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell</p> <p>Nutrition and Healthy eating Be able to identify the different food groups in a balanced diet</p>	<p>Bodies and Reproduction Correctly identify parts of external genitalia and internal reproductive organs Understand that everyone's bodies are different and we should respect this Describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies</p> <p>Changes Define what puberty means Understand that everyone will</p>	<p>Online Content – can you trust everything you see online? Understand that not everything online is trustworthy Recognise some of the differences between fact and opinion Describe how to make decisions on what they trust online using agreed criteria</p> <p>Online Contact- Can you trust everyone who contacts you online? Recognise that it is their own choice to accept something online Recognise ways that people may seek to persuade them online Know what to do if they have any concerns about</p>	<p>Mental health and keeping well Explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health)</p> <p>Managing challenges and change Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected Recognise conflicting emotions and when</p>	<p>Exploring risk in everyday situations Assess how risky different everyday activities are Describe how important it is to 'stop and think' before taking a risk Explain what makes a risk worth taking and what makes it too risky</p> <p>Beach Safety Visit (RNLI)</p> <p>Surf day – Surf safety – Global Boarders</p>



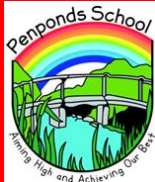
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	<p>Defines what self respect is and why this is important Recognises how to have and encourage polite, respectful relationships</p> <p>Bike Safety – Bikeability Level 1</p>	<p>To explain what foods are not healthy and reasons why Be able to plan a healthy meal</p>	<p>experience puberty differently Identify key changes which happen during puberty Understand what menstruation is Understand where to go for help and support around puberty and their bodies</p>	<p>something they experience online</p>	<p>these might be experienced Explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</p>	<p>NB: Y6 will need a focus on moving schools and into KS3</p>
<p>Year 5/6 (A)</p>	<p>Different types of families Identify the shared characteristics of healthy family life Explain different types of romantic relationships Identify why some people chose to marry or have a civil partnership Identify different family structures and the similarities between these families Explain how to get support if a family relationship is making me feel unhappy/unsafe</p> <p>Healthy and Harmful Relationships Identify on/ offline bullying and how to manage this</p>	<p>Keeping your body safe – part 1 Define safe and unsafe Identify which parts of the body are private Define inappropriate or unwanted touch Recognise the right of each individual to decide who can touch their body, where and in what way Identify places and people who can offer help if we are feeling unsafe</p> <p>Keeping your body safe – part 2 Recognise the right of each individual to decide who can touch</p>	<p>Spending decisions Identify ways to keep money safe from loss or theft Explain how money impacts well-being Identify how spending decisions affect others including the environment and supporting charities</p> <p>Exploring in relation to gambling Explain risk in relation to gambling Identify how winning or losing can affect a person’s feelings and what makes</p>	<p>Online friendships and keeping safe Understand the dangers of taking personal photographs and sharing them online</p> <p>Skills for using the internet safely Understand the dangers of chatting to strangers online</p>	<p>Social Media Recognise what wellbeing and social media mean Describe actions a person can take to look after their wellbeing with a balance of online and offline activities Evaluate the positives and negatives of social media</p> <p>Feelings and common anxieties when changing schools Identify feelings people might experience when starting a new school / moving to secondary school (KS3)</p>	<p>Changing Schools Identify the differences between primary and secondary school Describe how it might feel to move to secondary school Explain different ways of managing change</p> <p>Beach Safety Visit (RNLI)</p>



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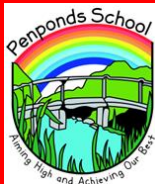
	<p>Identify some harmful behaviours in a relationship Explain what forced marriage is and how to get support Define stereotype and discrimination and some strategies to challenge this Understand where to go for help or support with harmful behaviour Bike Safety – Bikeability Level 2</p>	<p>their body, where, and in what way Can explain consent Recognise the importance of permission seeking/giving behaviour, and how this can be communicated Identify places and people who can offer help if we are feeling unsafe</p>	<p>someone want to take the risk Describe what can influence someone to gamble or feel pressure to do so Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p>		<p>Recognise common causes of worry, challenges and opportunities that may be part of this transition Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them Identify ways to positively manage the move to secondary school (KS3)</p>	
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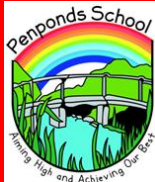
PSHE/RSHE - Skills and knowledge components: Progression document building from previous year's learning

Core theme		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core theme Health and well being</p> <p style="color: red;">Pupils should be taught:</p> <p style="color: red;">1. what is meant by a healthy lifestyle</p> <p style="color: red;">2. how to maintain physical, mental and emotional health and wellbeing</p> <p style="color: red;">3. how to manage risks to physical and emotional health and wellbeing</p> <p style="color: red;">4. ways of keeping physically and emotionally safe</p> <p style="color: red;">5. about managing change, including puberty, transition and loss</p> <p style="color: red;">6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	Healthy Lifestyles	Maintain a healthy body. Maintain my personal hygiene. Develop simple skills to help prevent diseases spreading.	Make healthy choices. Describe my feelings to others. Use simple strategies for managing my feelings.	Eat a balanced diet. Identify habits and why they can be hard to change.	Make choices to make a balanced lifestyle. Keep myself safe around commonly available substances and drugs Follow simple routines to reduce the spread of bacteria and viruses.	Recognise what positively and negative affects health and wellbeing. Make informed choices. Maintain and explain a healthy lifestyle. Recognise what might influence my choices.	Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs.
	Growing and Changing	Recognise and celebrate my strengths and set simple but challenging goals. Explain change and loss and the associated feelings.	Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time.	Recognise what I am good at and set goals. Describe my feelings. Recognise conflicting feelings and manage them.	Recognise what I am good at and set goals. Reflect on changes that happen in life and identify the feelings associated with change.	Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.	Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals.
	Keeping Safe	Make sure I am safe from household products, including medicines.	Keep safe in different situations.	Follow school rules about health and safety.	Keep safe in my local area and online.	Keep physically and emotionally safe including road safety	Differentiate between risk, danger and hazard. Recognise, predict and assess risks in different situations



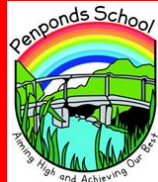
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<p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>		<p>Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.</p> <p>Help the people who look after me to more easily protect me.</p> <p>Know how to ask for help if I am worried about something.</p> <p>Keep myself safe and others safe.</p> <p>I know that I do not need to keep secrets.</p>	<p>Ask for help if I am worried about something.</p> <p>Keep things private and respect others' privacy.</p>	<p>Follow basic emergency procedures.</p> <p>Find people to help me stay healthy and safe.</p>	<p>Protect my personal information.</p> <p>Explain what is appropriate to ask for or share.</p> <p>Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.</p>	<p>and safety in the environment.</p> <p>Keep safe online.</p> <p>Protect my personal information.</p> <p>Use mobile phones responsibly, including safe keeping and safe user habits.</p>	<p>and decide how to manage them responsibility.</p> <p>Undertake increasing responsibility.</p> <p>Resist pressures linked to behaving in unacceptable, unhealthy or risky ways.</p> <p>Recognise when I need to ask for help.</p> <p>Explain my right to protect my body and the law linked to contact and abuse.</p> <p>Recognise people who are responsible for keeping me healthy and safe and how help them with this.</p>
<p>Core theme Relationships</p> <p>Pupils should be taught:</p> <p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including</p>	<p>Feelings and Emotions</p>	<p>Recognise feelings in myself and in others.</p> <p>Share my feelings.</p>	<p>Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>Respond correctly when people are being unkind to me or others.</p> <p>Recognise when my body or feelings are hurt or when others are hurt.</p>	<p>Recognise feelings in others.</p> <p>Respond to how others are feeling.</p>	<p>Explain when I should not agree to keep something confidential or a secret.</p> <p>Recognise and manage dares.</p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Understand confidentiality.</p> <p>I know when to break a confidence.</p> <p>Manage dares.</p>
	<p>Valuing Difference</p>	<p>Respect similarities and differences in others.</p> <p>Share my views and ideas.</p>	<p>Respect similarities and differences in others.</p> <p>Share my views and ideas with individuals and with the whole class.</p>	<p>Recognise discrimination, teasing, bullying and aggressive behaviours.</p> <p>Get help if I experience or witness teasing or bullying.</p>	<p>Listen and respond respectfully to a wide range of people.</p> <p>Be confident enough to raise my own concerns.</p> <p>Recognise and care about other people's feelings</p>	<p>Listen and respond respectfully and fully to a wide range of people.</p> <p>Be confident when raising my concerns and raise them considerately.</p> <p>Recognise and care about other people's</p>	<p>Listen and respond respectfully and fully to a wide range of people.</p> <p>Be confident when raising my concerns and raise them considerately.</p> <p>Try to see, respect and if necessary constructively challenge, their points of view regularly.</p>



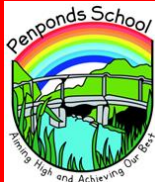
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<p>all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>					and respect, and constructively challenge if necessary, their points of view.	feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.	Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.
	<p>Healthy Relationships</p>	<p>Identify my special people and explain what makes them special. Care for others.</p>	<p>Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.</p>	<p>Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.</p>	<p>Judge what kind of physical contact is acceptable or unacceptable and I know how to respond. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. Begin to give rich and constructive feedback. Understand how my body will, and that my emotions may, change as I approach and move through puberty.</p>	<p>Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.</p>	<p>Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy. Identify how my body and emotions may change through puberty. Explain human reproduction.</p>



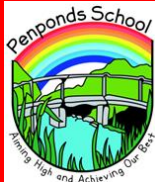
Relationships and Health Education

<p>Core theme</p> <p>Living in the wider world</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 	<p>Rights and Responsibilities</p>	<p>Contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules. Recognise ways in which I am unique and understand that there has never been and will never be another 'me'. Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p>	<p>Respect my needs and the needs of others. I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p>	<p>Discuss and debate health and wellbeing issues. Contribute to the community. Recognise the roles of people in the community.</p>	<p>Appreciate difference and diversity in the UK and around the world.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me. Explain rules and laws and understand why different rules are needed in different situations. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations. Understand human rights and children's rights. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing. Explore and critique how the media present information. Critically examine what is presented to me in the media and explain why it is important to do so. Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.</p>
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Relationships and Health Education

<p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	Environment	Develop strategies and skills needed to care for environments (including conserving energy).	Look after the local environment (including conserving energy).	Exercise my responsibilities, rights and duties in the community and towards the environment.	Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment.	Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.	Explain resource allocation and the impact of these choices at an individual, community and global level.
	Money	Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money.	Save and spend money. Make choices and keep track of money spent/saved.	Develop enterprise skills.	Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans.	Recognise the role money plays in my own and others' lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax.	Develop my enterprising skills.



Relationships and Health Education

<p>General knowledge and SMSC</p>	<p>School values Use imagination and creativity in learning Understand own heritage</p>	<p>School and own values Responsibility for behaviour choices Distinguish between right and wrong Willingness to reflect on experiences Use a range of social skills Understand the heritage of others</p>	<p>School and own values Understand how to contribute positively to those around us Apply understanding of right and wrong to own lives Use a range of social skills in different contexts Understand and appreciate a range of different cultures</p>	<p>Values of others Understand how to contribute to school and the local community Recognise legal boundaries in the law Participate in a variety of communities Participate in and respond to a range of opportunities</p>	<p>Values of others Understand how to contribute to society Be reflective on own beliefs Show initiative Understand consequences of behaviour and actions Volunteer and cooperate well with others Explore and understand different faiths and cultural diversity</p>	<p>Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues Understand and appreciate the viewpoints of others Resolve conflicts effectively Accept, respect and celebrate diversity locally, nationally and globally</p>
<p>Concepts British Values</p>	<p>Mutual respect</p>	<p>Democracy Mutual respect</p>	<p>Democracy Mutual respect Rule of Law Individual liberty</p>	<p>Democracy Mutual respect Rule of Law Individual liberty</p>	<p>Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain</p>	<p>Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain</p>
<p>Vocabulary</p>	<p>Contribute Share Environment Money Strengths Goals Feelings Same and different</p>	<p>Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying</p>	<p>Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration</p>	<p>Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict</p>	<p>Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback</p>	<p>Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty</p>



Strategies for supporting pupils with Special Educational Needs and Disabilities in PSHE lessons.

	Here's how we will help.
<h3 style="color: red;">Attention Deficit Hyperactivity Disorder</h3>	<p>Classroom environment/set up:</p> <ul style="list-style-type: none"> • Ensure all adults in the lesson know the child well and can recognise when to enforce rules and when not to. A non-confrontational approach will help the child to self-regulate and reduce any anxiety and arousal; • Ensure any rules are consistently implemented and reinforced – for example those during group discussions. • Consider seating arrangements to minimise distractions (eg at the end of a row, or the back of the classroom). Paired working, or support from a positive role model may help the child to focus. They may also struggle to work in a group, so paired seating may be preferable; • Allow a calming-down period before the lesson starts, especially if it follows a breaktime/lunchtime, as transition points may be difficult for the child to manage. <p>Resources and equipment you might consider before the lesson:</p> <ul style="list-style-type: none"> • A timer will provide a focus for the child's attention, enabling them to complete a task; • A 'time-out' card. This may support the child with moderating their own behaviour and to take responsibility for their actions; • Listening to music on headphones while engaging with sedentary tasks, tests, or extended writing may help focus attention; • Consider which rewards you might use to reinforce positive behaviour (in discussion with the child) and ensure these are given immediately upon task completion; • The child may wish to use a word processor if their work is disorganised /illegible; • A 'stress ball', or other fiddle object (agreed by the SENCO) may help with concentration. <p>Teaching methods to consider:</p> <ul style="list-style-type: none"> • Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet; • Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking; • Encourage the use of pictures, or diagrams to represent thoughts and ideas; • Use subtle, visual pre-agreed cues, to remind the child when they are off

	<p>task, or behaviour is inappropriate, (eg. a tap on the desk to re-focus attention);</p> <ul style="list-style-type: none"> • Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities. With this in mind, plan in time-limited learning breaks to allow for the release of excess energy. (an active 'job' might be useful strategy to break up the lesson).
<h2 style="color: red; text-align: center;">Anxiety</h2>	<p>Classroom environment/set up: There are many types of anxiety and these will often accompany many areas of SEND. Ensure that you are familiar with the cause of anxiety for the particular child and how this manifests – bearing in mind that sometimes there may be no outward signs at all. Knowing the child really well will help with this. This is especially important in a subject such as PSHE, which often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues.</p> <ul style="list-style-type: none"> • Prior to the start of the lesson, discuss with the child where they would prefer to sit. They may also prefer to enter the classroom first and get themselves settled, or after the rest of the class is settled. This may change depending on circumstances at the time; • Seating plans are very important for the child with anxiety. Let them know before the lesson if the usual seating plan is due to change during the activity. Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them with their work; • Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc; • If a supply teacher (or another member of staff) is covering a lesson, ensure that the child is made aware of this, so that it is not a surprise to them. <p>Resources and equipment you might consider before the lesson:</p> <ul style="list-style-type: none"> • Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down. <p>Teaching methods to consider:</p> <ul style="list-style-type: none"> • The child may find certain teachers difficult to cope with. This may be for a variety of reasons and they may not be able to verbalise these feelings. If you notice a child is anxious around you, please adapt your behaviour accordingly to make them feel more comfortable.
<h2 style="color: red; text-align: center;">Autism Spectrum Disorder</h2>	<p>Classroom environment/set up: A child with ASD may find PSHE a particularly challenging curriculum area, however, using some of these strategies may help provide the environment for them to feel safe and secure in order to access some of the activities:</p> <ul style="list-style-type: none"> • Take time to build a good, trusting relationship with the child. This will also help adults understand the most appropriate way to respond to any behaviour, at a given time; • Ask the child where they would prefer to sit in the classroom. Avoid changing this seating plan without plenty of warning, as this could cause anxiety. Think carefully about who is sat near to the child, as they may feel uncomfortable around certain children who may be a 'trigger' for them; • When planning group work, ask the child who they would prefer to work with, or offer the chance to work by themselves (or with their TA). Ensure that groups/pairs are carefully planned to provide

supportive/positive role models;

- Ensure that both the child and their TA are prepared for what is coming up next and what the lesson is about, so that they know the expectations. Ensure you pre-warn the child (and TA) of any changes, to avoid anxiety and allow them both time to prepare for the change;
- Be mindful of sensory processing difficulties and ensure the learning environment is neither over, or under, stimulating for the child;
- Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed;
- If the child's behaviour becomes challenging, it is important to remember that this is often communicating a need, or difficulty. Look beyond the behaviour and ask for support from the SEND team if necessary. Sometimes, the child may just need time out from the class in their break out space and may then feel ready to return again to the class;
- Display in class what is coming up next (as another way of preparing the child). Even if the child doesn't look like they are taking any notice of this, they may still be taking it in;
- Role model and encourage positive and supportive behaviour to the child's peers. At times, the child may call out or try to make the class laugh etc. Explain to the class how important it is that they don't react and that this will help the child to remain focused and calm.

Resources and equipment you might consider before the lesson:

- Give instructions using tick lists, breaking down the task into manageable chunks;
- Provide vocabulary, structure, or starting ideas for the lesson.
- Use visuals and structured tasks, incorporating the child's own interests wherever possible. Find out which ones work and use them all of the time, even if it doesn't seem that the child needs them;
- Consider the use of 'speech to text' technology, so there is less writing;
- Allow the use of fiddle toys in class. The child may also prefer to sit on a gym ball/wobble cushion/special seat to provide sensory feedback and help them self-regulate and focus;
- The child may choose to do the work in different orders, or at a different time of the day to suit them (in discussion/negotiation with their TA). Provide additional resources, such as printouts of PowerPoint slides, word banks etc so that the child has access to the same supporting resources as the rest of the class would have had during the lesson. You might also consider providing a simple lesson plan breakdown for the TA to follow, in case the child was out of the room during the input part of the lesson;
- Some of the lesson plans for PSHE may be suitable to be adapted to social stories, as a familiar way for the child to access the learning intentions for the lesson.

Teaching methods to consider:

- Avoid open-ended questions;
- Provide time to process information;
- Encourage the child to demonstrate/present their learning in alternative ways which suit them;
- Provide clear timelines for when things need to be achieved and make expectations really clear (ie how many sentences, how many pieces of work etc to be completed in a time frame, or before a reward is achieved).

Dyscalculia

Although maths is unlikely to be focused on during a PSHE lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.

Resources and equipment you might consider before the lesson:

- Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class;
- Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used);
- Provide print outs of diagrams and visual support in lessons.

Teaching methods to consider:

- The child may work slower than peers. Be sensitive to this and supportive of any additional time/repetition they may need;
- The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child's work and supporting them.

Dyslexia

Resources and equipment you might consider before the lesson:

When preparing resources:

- keep sentences and written instructions short and simple to read;
- check reading ages and ensure any work is differentiated appropriately;
- use pastel shades of paper (cream is a good alternative to white) and matt paper which reduces 'glare';
- avoid black text on a white background and light text on a dark background;
- use text font size 12, or above;
- clear, rounded fonts that have a space between (Sans-serif, Century Gothic, Comic Sans, Arial or Verdana) will be used on all handouts, reading materials and on the interactive whiteboard;
- use 1.5 or double line spacing and wide margins and lower case rather than capital letters;
- numbered points, or bullet points are easier to follow, rather than continuous prose. Keep paragraphs short and pages uncluttered. For example, avoid using background graphics with text over the top, as this can be too visually confusing.
- consider using visual representations (flow charts, illustrations, diagrams) to break up large sections of text, or to explain a particular point in a visual, rather than a written, way;
- consider colour-coding text. For example, information in one colour, questions in another (bearing in mind the contrast in the colours/background)
- avoid underlining and italics;
- use bold text for titles & sub-headings, or to draw attention to important information, or key vocabulary;
- use text boxes, or borders for headings, or to highlight important text.
- on worksheets, leave plenty of space to write a response.

Familiarise yourself with any resources/equipment the child needs to support them and ensure that these are readily available during their lesson. For example:

- It may help to use a ruler, or finger to track the words as they read;
- A personalised, coloured overlay, or ruler may help cut down on visual contrast and help 'stabilise' any written materials. It may be worth trying a variety of colours to work out the best to use;
- 'Text to speech' technology. Please facilitate this in your classroom, for example providing a quiet space, seating near to a power point etc.

Teaching methods to consider:

- Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson;
- The child may prefer it if an adult (or supportive peer) reads through questions with them;
- Be supportive of the child if they don't want to read aloud in front of the class (either offering to read it for them, asking a friend to read it, or

Dyspraxia

Classroom environment/set up:

- Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. They may also prefer to stand when handling any equipment/physical resources.

Resources and equipment you might consider before the lesson:

- Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary;
- Consider alternatives to writing – word processors, Dictaphones, scribe etc;
- Special equipment eg. looped scissors, rulers with handles etc may help;
- Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work;
- Write instructions for any activities, using different colours for each line;
- Provide templates with headings to help the child structure their work;
- Prepare diagrams to label, as copying and drawing neatly can be challenging;
- Provide an equipment list and encourage the child to only get out what they need.

Teaching methods to consider:

- Clarify rules and expectations, using unambiguous language;
- Allow extra time to complete work, with movement breaks when needed;
- Allow time to settle, especially if the lesson is after a break time/lunchtime, as transitions are challenging;
- Give the child plenty of warning that the lesson is due to end and allow them additional time to pack up to leave (or get ready for the next lesson).

Hearing Impairment

Classroom environment/set up:

- Speak to the child privately, before a lesson begins, to find out where they would prefer to sit and if there is anything else that can be done to help them;
- Discreetly check that the child is wearing a hearing aid (if applicable) and frequently check-in with the child that they are hearing and understanding;
- Be aware of seating arrangements to suit the child's specific needs, for example if they are reliant on lip reading etc (ie seated towards the front of the classroom with an unobstructed view, or with their good ear facing outwards into the classroom);
- Ensure that any background noise is minimised and control class/group discussions, so that only one person is speaking at once;

Resources and equipment you might consider before the lesson:

- Ensure any videos/films used are captioned, or a suitable alternative way is provided;
- Provide any important information/instructions about the lesson in writing, as well as verbally. In addition, provide (in a written format) any lists of subject-specific vocabulary and technical terms;
 - Consider sharing the lesson with the child's laptop (if they use one) and allow them to use headphones and the built-in assistive technology.

Teaching methods to consider:

- Repeat clearly any questions asked by other students in class before giving a response;
- Assist with lip reading by doing the following:
 - ensure your face is clearly visible at all times when speaking and sitting directly opposite the child whenever possible;
 - seating the child so that they can see others in the class (where possible);
 - ensuring the lighting is adjusted so that it is not too dark;
 - providing written materials for all lessons, so that the child is not having to lip read and take notes from the whiteboard;

	<ul style="list-style-type: none"> • Be aware of the specific circumstances for the child and adapt accordingly. For example: if they acquired their hearing loss early in life, they may have associated literacy issues and need additional support with reading and interpreting information. If they have associated speech issues, they may need support with reading out their work, or may prefer • an adult to read it for them.
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<h2 style="color: red; text-align: center;">Toileting Issues</h2>	<p>Classroom environment/set up:</p> <ul style="list-style-type: none"> • Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate); • Sit the child close to the door so that they can leave the classroom, discreetly; • Appreciate that they may arrive late for lessons because of an urgent need to use a toilet; • Be aware that the child may need to take medication during school hours and/or need extra meal breaks and provide a discreet/comfortable place for them to do this; • Respect the child's need for privacy. They should decide how much teachers and other pupils are told about their condition. <p>Resources and equipment you might consider before the lesson:</p> <ul style="list-style-type: none"> • If the child has a diagnosed medical condition, they will have an Individual Healthcare Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this; • If the child has ongoing toileting issues, they will have an Intimate Care Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this. <p>Teaching methods to consider:</p> <ul style="list-style-type: none"> • During more active sessions, try to be alert to the child's psychological needs and relationships with other children. Let them judge for themselves if they wish to join in on a day-to-day basis - don't stop them trying whatever they want to try. However, be aware that the child may also try to push themselves, so that they don't let others down. Be mindful of this and offer discreet support when/where needed; • Bending and stretching may bring on pain, or make pain worse. • Teambuilding type activities/games can be particularly problematic; Be mindful of other students teasing the child about my lack of stamina, or their need for extra rests (for example during group activities/team building); • If the child is unwell at school, consider giving them time to rest rather than sending them home – they may be able to return to lessons later in the day.
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Cognition and Learning Challenges

Classroom environment/set up:

- Ensure all classroom adults give specific, targeted praise so the child knows exactly what they are doing well;
- The child will rely on visual and auditory memory for information, processes and instructions. Ensure all classroom adults are aware of this and they regularly check the child's understanding of questions and tasks. This will support the child with staying on track;
- Carefully consider working pairings/small groups. Support the child with managing peer relationships effectively by providing a positive work 'buddy';
- The child may appear immature and find it difficult to mix with their peer group. This may cause issues during more sensitive PSHE activities, or group work. Ensure classroom adults are vigilant for any bullying and encourage paired working, or group work, with positive role models;
- The child may appear needy with an over-reliance on adult help and support. Encourage and support the child's independence and confidence by making the curriculum/tasks accessible to them.

Resources and equipment you might consider before the lesson:

- Plan self-checks for the child at each stage of a task; with the use of a tick list, so that the child knows what is expected of them;
- Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task;
- Provide a word bank, with key vocabulary for the topic/area being studied;
- Provide key words with pictures/symbols to help with the child's memory;
- Provide a writing frame to help structure work;
- Keep Powerpoint slides simple and uncluttered. Highlight key information.

Teaching methods to consider:

- Carefully plan & differentiate work, breaking it down into small manageable tasks;
- Provide time to consider questions, process & formulate an answer. Slow down and/or reduce the number of words that you use;
- Go over key vocabulary and ideas with to check understanding;
- Physically demonstrate tasks, rather than relying on verbal instructions;
- Repeat information in different ways, varying the vocabulary you use. Also, keep instructions simple;
- Use structured questioning to support and help the child to answer by scaffolding their response;
- Encourage the child to make a mind map, or other visual representation of what they already know and use that as a starting point to teach next steps.

Speech, Language & Communication Needs

Classroom environment/set up:

- Create a relaxed, safe and friendly environment with lots of opportunities to talk. Not too noisy; Provide plenty of opportunities for the child to communicate in a small group (they will be less confident working in a big group and will be less involved);
- Carefully consider any pairings or groupings and include good communication role models for the child to copy;
- Ensure all adults respond positively to any attempt the child makes at communication – not just speech. Role model this positive response for the child's peers to copy;
- Listen carefully to what the child says, so that they don't need to repeat themselves;
- Provide a low distraction/quiet area for the child's group/pair to work so they can focus on their communication;
- Regularly check understanding and encourage the child to identify what they can/cannot understand.

Resources and equipment you might consider before the lesson:

- Use signs, symbols and visual timetables to support communication;
- Use visual displays (objects and pictures) that can be used to support understanding;
- Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.

Teaching methods to consider:

- Be aware of the specific communication difficulties the child may have - it may be a processing disorder;
- Be aware of the level of language the child is using – use a similar level to ensure they understand;
- Do not rush, or interrupt the child as this means they have to begin processing all over again from the beginning, causing frustration!
- Slow down your rate of speech by using pausing and give the child lots of time to process and reply – be prepared to wait for an answer;
- Allow time for the child to finish what they are saying, don't finish it for them;
- Keep language simple by breaking long sentences into short separate ideas;
- Provide plenty of repetition (activities and vocabulary);
- Use non-verbal clues to back up what you are saying eg: gesture;
- Ensure adults are providing a clear language model and expand what the child says, by repeating their words back to them correctly, without pointing out their errors;
- Reduce the number of questions you ask and make sure you give time to answer;
- If you do need to ask questions in front of the class, try to use closed questions, as these require only a 'yes'/'no' answer, which will reduce anxiety.

Tourette Syndrome

Classroom environment/set up:

Be aware of (and familiar with) the various forms in which Tourette Syndrome can present.

Common vocal tics are: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others' words, or phrases).

Common motor tics are: eye blinking (excessively, or in an unusual pattern), echopraxia (imitating others' actions), self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes/hair, smelling/sniffing things. Being aware of the particular type of tic(s) presented by the child, will also help you to be aware of the impact on the child's learning and how they can access the learning in the classroom.

	<p>For example:</p> <ul style="list-style-type: none"> • Motor tics of the eyes, head or neck may interfere with reading and affect handwriting, or the ability to write for prolonged periods of time; • Motor and vocal tics may make the child reluctant to read aloud, ask/answer questions, or ask for help. Be understanding of this and support the child to feel involved and able to participate; • Thought tics inhibit auditory processing. Be mindful and do not assume the child is intentionally not listening. <p>Tics can be triggered, or increased by stress, excitement or relaxation (all of these emotional states may be experienced during PSHE type activities and lessons, especially as some of the subjects covered may be of a sensitive nature). Ensure that all adults in the room are mindful to filter out their emotional reaction and instead listen and respond with support and understanding. It is not helpful to ask the child to stop their tics, as they are involuntary. Being asked to suppress them is stressful and will cause an increase in the tic.</p> <ul style="list-style-type: none"> • Furthermore, it will mean the child is unable to engage with what is going on around them. Similarly, try not to ask the child not to do something, as it will instantly turn into a compulsion. Because TS can be suggestible, if classmates discover 'the trigger', they may use this to make the child tic. Please try and prevent this happening; • Ignoring tics avoids drawing any unnecessary attention towards them; <p>Teaching methods to consider:</p> <ul style="list-style-type: none"> • The child may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive. To support them, provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks; • Be mindful when planning activities, that the child may experience sensory processing difficulties, where they may be either over-responsive, or under-responsive to sensory stimuli, eg: noise, clothing, textures.
<p>Experienced Trauma</p>	<p>Classroom environment/set up:</p> <ul style="list-style-type: none"> • Ensure you are very familiar with the child's past experiences and context, as this will help you understand their behaviour; • Ensure all classroom adults take a non-confrontational, trauma-informed approach. A discreet, understanding and reassuring approach from all classroom adults is vital; • Provide a safe, consistent and warm classroom environment. Incorporate as many opportunities for humour and laughter in lessons as possible (as laughter reduces the traumatic response in the brain); • Ensure the school day has clear expectations for behaviour and structure, as this will help provide a predictable environment, necessary for the child to feel secure enough to participate and access the learning; • Classroom adults need to be emotionally available and able to support and coach the child in ways to calm themselves and manage emotions, as well as opportunities to practise de-escalating when they feel overwhelmed; • Ensure adults are vigilant to and mindful of any trigger points for the child, as this will help de-escalate emotional situations; • Very carefully check through the lesson content prior to the session and look at it through the eyes of the child's context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Equally, there may be trigger points in the lesson, which may not be so clear from the outside. Ensure that the classroom environment, available adults and

overall support for the child is strongly in place should this arise.

Resources and equipment you might consider before the lesson:

- Provide a safe and familiar breakout space for the child to use during times when they feel overwhelmed or emotionally dysregulated. The child may also need access to a space to exercise, so that they can have regular learning breaks;
- Consider the use of a 'help' card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details;
- Have consistent expectations and behaviour plans in place that are based on reward systems, not punishment.

Teaching methods to consider:

- The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements;
- Be extremely mindful and vigilant throughout the lesson, as some of the content of PSHE lessons can be very personal, maybe covering memories, families, emotions etc, all of which are likely potential trigger points. Equally, something which doesn't seem connected on the surface, may be a trigger for the child in some way;
- Slow yourself down when talking, as this will appear non-threatening: talk slower, use a lower pitch for your voice, don't use complex sentences, minimise body movements;
- During activities, teach and model positive self-talk to encourage self-belief. Help the child to see that making a mistake is considered a necessary part of learning and that minor mistakes will not incur adult anger, or punishment;
- Ensure you use plenty of positive reinforcements, rewards, role modelling with the child (while actively ignore any negative behaviour);
- Use collaborative problem-solving during activities, so that the child feels in control.

Visual Impairment

Classroom environment/set up:

- Keep your classroom visually uncluttered and reduce the number of objects in the immediate working area;
- Be mindful of seating arrangements and discuss any preferences with the child. For example, they may prefer to work at close distances, (such as sitting closer to the board), or move the object closer to them, (such as people getting closer when talking);
- Be aware of the specific circumstances of the child, for example:
 - If they are sensitive to light and glare, control the light in the classroom using blinds, sit the child with their back to windows and reduce the glare on surfaces;
 - The child may need to be seated near natural light, where possible;
 - The child may need to use a lamp, which should be placed behind their shoulder on the opposite side to their writing hand and/or on the same side of their stronger eye;
 - They may need to wear a hat/visors, or sunglasses even when staying indoors. Be sensitive to this and mindful of other pupils comments/ reactions surrounding this;
 - High contrast objects/pictures may be beneficial. As best practice on handouts/presentations, black & white give the highest contrast. Do not use dark colours together (like blue and green). Avoid using white & grey with other light colours. Avoid pastel colours next to each other. In addition, avoid the use of red or green pens on the whiteboard, as these can be difficult to see;
- Warn the child of changes in lighting, as this can cause extreme eyestrain and headaches.

Resources and equipment you might consider before the lesson:

Familiarise yourself with any specific resources the child needs to support

- them; for example:
 - they may be better able to read their own writing if they use a thicker black pencil/pen/marker;
 - they may need a typoscope when reading. This is a reading shield made of a black material with a rectangular cut out. It reduces extra light reflected from the surface of the paper and helps assist with staying on the correct line while reading;
 - ensure the child is wearing any prescribed glasses to reduce visual fatigue;
- Provide enlarged/magnified pictures, images, maps and print. The VI team will have assessed the child's vision and recommended a font size and typeface to use. The SENCO will advise on this. Be wary that simply enlarging worksheets on a photocopier makes the letters, or edges of diagrams lose their sharpness and reduces the contrast. Please ensure resources are produced in the correct font size and typeface for the child to access.

Teaching methods to consider:

- Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue;
- Allow more time when visually exploring a material and when completing a visually challenging task;
- If the child has central visual field loss, they may experience incomplete images, or a central "blind spot" when looking. This may mean they appear not to maintain direct eye contact. Be sensitive to this and manage any comments/reactions from their peers.

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