

Inclusive Approaches and Adaptations Across All PSHE Units			
Planning and Design - Establish clear ground rules for respectful discussion before beginning sensitive topics. - Share examples, scenarios and models of expected responses before independent activities. - Use stories, videos, role play and real-life examples to introduce concepts. - Break complex personal, social and emotional concepts into smaller manageable steps. - Provide visual prompts, diagrams, scenario cards and knowledge organisers. - Allow pupils to demonstrate understanding in different ways, including: - Discussion, role play, written responses, drawings, presentations and practical activities. - Provide opportunities for pupils to explore ideas, reflect and apply learning to real-life situations. - Use predictable lesson structures to support pupils who need additional security. - Ensure sensitive topics are taught inclusively, recognising different experiences and backgrounds.	Foundational Knowledge and Vocabulary Development - Pre-teach key vocabulary using visuals, examples and practical scenarios. - Revisit key PSHE concepts throughout units, including: - Relationships - Respect - Equality - Consent - Emotions - Wellbeing - Safety - Use knowledge organisers, vocabulary mats and displays to reinforce learning. - Use retrieval activities, quizzes and reflection activities to strengthen long-term understanding.	Personal Development and Emotional Literacy - Explicitly teach pupils to recognise, name and manage emotions. - Use activities that develop understanding of - Feelings. - Self-awareness. - Confidence. - Resilience. - Empathy. - Positive relationships. Relationships and Respect Education Create a safe environment where pupils can discuss relationships respectfully. - Use clear modelling of: - Kindness. - Respect. - Boundaries. - Friendship. - Communication. - Conflict resolution. Use stories, scenarios and role play to explore different viewpoints. Teach pupils how to: - Recognise healthy relationships. - Resolve disagreements. - Respect differences. - Seek help when needed. Health and Wellbeing Support - Teach health and wellbeing through practical, age-appropriate examples. - Use visuals and demonstrations to support understanding of: - Healthy lifestyles. - Exercise. - Sleep. - Nutrition. - Personal hygiene. - Mental wellbeing. Safety and Risk Awareness Teach safety concepts through clear explanations, scenarios and practical examples. - Support pupils to identify: - Risks. - Safe choices. - Trusted adults. - Appropriate actions.	Communication and Language Support - Create opportunities for pupils to develop confidence in expressing thoughts, feelings and opinions. - Pre-teach vocabulary before discussions involving emotions, relationships, health and safety. - Use visual supports including: - Emotion cards. - Scenario images. - Social stories. - Feelings scales. - Communication boards. - Provide sentence starters: "I feel ____ when..." "A respectful choice would be..." "I can solve this problem by..." "I agree/disagree because..." "Someone might feel ____ because..." - Allow pupils time to rehearse ideas with partners before sharing with a group. - Use structured discussions to support turn-taking and active listening. - Encourage pupils to explain their thinking using appropriate vocabulary. - Provide alternative communication methods where appropriate. - Model respectful language and responses.

Cognition and Learning Support • Break complex social and emotional concepts into smaller steps. • Use explicit teaching and modelling before independent application. Provide; • Visual organisers. • Scenario cards. • Vocabulary banks. • Worked examples. • Knowledge organisers. • Use concrete examples before introducing abstract concepts. • Provide opportunities for repetition and overlearning of key messages. • Reduce unnecessary reading and writing demands while maintaining challenge. • Allow pupils to demonstrate understanding through: • Discussion. • Drama. • Drawing. • Presentations. • Practical activities. • Provide additional processing time where needed. • Use peer modelling and collaborative activities.	Physical and Sensory Needs • Consider sensory needs when planning PSHE activities and discussions. • Prepare pupils for activities involving: • Personal topics. • Group discussion. • Role play. • Emotional reflection. • Provide alternative ways to participate where activities may create barriers. • Ensure classroom environments are calm and predictable. • Provide: • Visual timetables. • Quiet spaces. • Movement breaks. • Sensory regulation opportunities. • Allow pupils to reflect privately where appropriate. • Provide suitable seating and workspace arrangements.	Social, Emotional and Mental Health (SEMH) Inclusion • Create a classroom culture where all pupils feel safe, respected and valued. • Establish clear expectations that all experiences and viewpoints are treated respectfully. Encourage pupils to share ideas without fear of judgement. • Teach resilience, coping strategies and problem-solving skills. • Support pupils to: • Identify emotions. • Ask for help. • Manage challenges. • Develop positive self-esteem. • Use collaborative activities to develop belonging and teamwork. • Provide additional adult support and check-ins where required. • Link PSHE learning to pupils' real experiences and interests • We Look After Our Feelings (Cosy Corner) • We can use the cosy corner to calm down. • We learn how to manage our feelings. • We return to learning when we are ready.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: • Explaining personal choices using appropriate vocabulary. • Evaluating different viewpoints and perspectives. • Applying PSHE learning to unfamiliar scenarios. • Explaining consequences of choices and actions. • Taking leadership roles in discussions and activities. • Supporting others through positive role modelling. • Making connections between PSHE learning and real-world issues. • Greater depth opportunities include: • Debating ethical issues. • Exploring different perspectives. • Creating campaigns to promote positive change. • Applying learning to community and global issues. • Reflecting on personal growth and future goals.
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PSHE Area	Inclusive Adaptations
Relationships Education	Use stories, role play and social scenarios to explore friendships, respect and boundaries. Provide sentence stems and visual prompts to support discussion.
Mental Health and Wellbeing	Use emotion resources, wellbeing activities and reflection tools. Provide opportunities for pupils to identify feelings and practise coping strategies.
Physical Health and Wellbeing	Use practical demonstrations, visuals and real-life examples to support understanding of healthy choices.
Online Safety	Use scenarios, visuals and step-by-step decision-making activities to support safe online behaviour.
Citizenship	Use practical examples, discussions and community links to develop understanding of responsibilities and participation.
Equality and Diversity	Use inclusive texts, examples and discussions that celebrate difference and promote respect.
Careers and Aspirations	Use role models, workplace examples and practical experiences to develop ambition and understanding of future opportunities.
Financial Education	Use practical activities involving money, choices and problem-solving. Provide concrete examples and visual supports.
Safety Education	Use role play, scenarios and repetition of key safety messages to build confidence and independence.
Oracy and Discussion	Provide structured talk opportunities, sentence stems and supported debate to ensure all pupils can contribute.