



Provision for SEND and more able in PSHE

Introduction:

Within our PSHE Curriculum, the overall ethos is to develop the school values of inspire, challenge and achieve. We believe that PSHE is a subject where all children have the chance to succeed, no matter what their academic ability is.

SEND

To make PSHE lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. In planning, teachers consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, teachers may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using ICT to present virtual decision-making scenarios where role-play may be difficult for some pupils. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

More able

More able learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). In PSHE teachers ensure that every child achieves as highly as they can, creating a culture of high expectations and aspirations, in which it's 'cool to be clever' and where all sorts of talents and abilities are valued; they recognise and build on what the learners already know, setting out clear objectives for each lesson and sharing them with pupils; they make learning vivid and real, developing understanding through enquiry, creativity, e-learning and problem solving, within and beyond the classroom; they make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to learners' maturity and preferred learning styles; they enrich the learning experience, making links across the curriculum; they develop children's confidence, self-discipline and understanding of the learning process, helping them to think systematically, manage information and learn from others; and they make children partners in their learning, using assessment for learning to help them assess their work, reflect on how they learn and inform subsequent planning and practice.

In PSHE, tasks are designed to develop the learning behaviours we would like to nurture in all children, especially those who are gifted and talented. These include: greater reflection; exploration of diverse viewpoints; consideration of difficult questions; formulation of opinions; problem solving and enquiry; connections between past and present learning; regular use of higher order thinking skills (analysis, synthesis and evaluation); and independent thinking and learning.