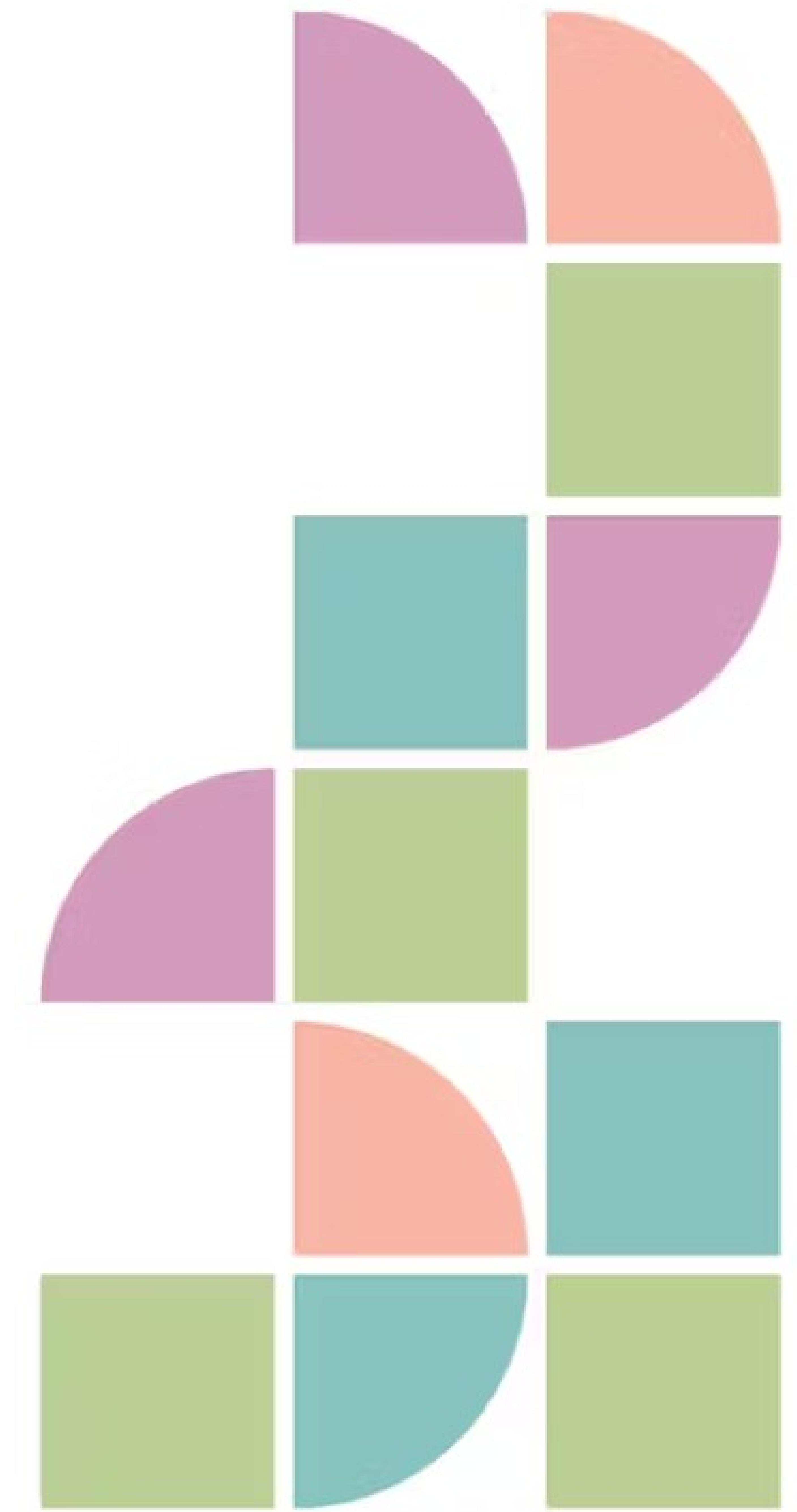


# Effective PSHE education in SEND provision

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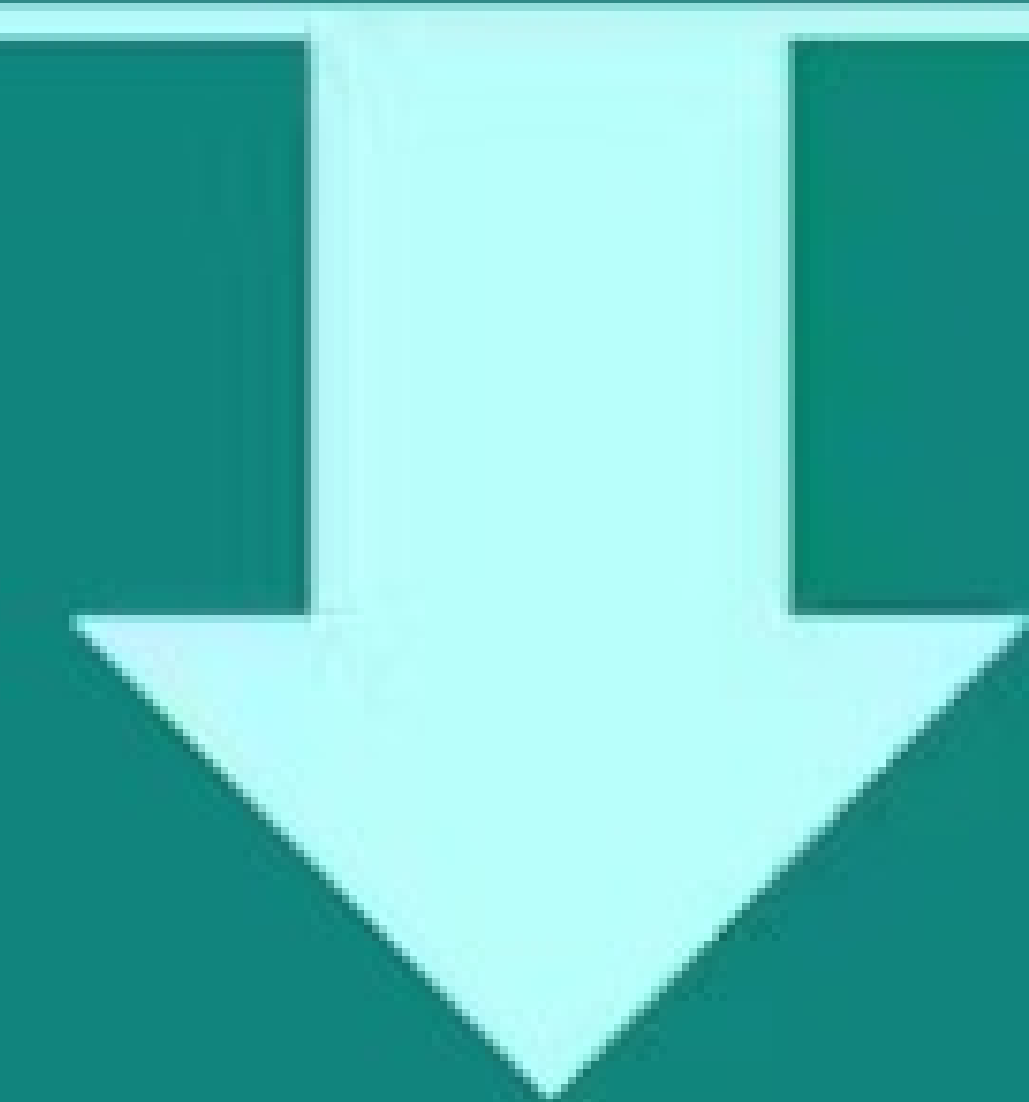
Sarah Gabbett – Subject Specialist

Please put in the chatbox your name, school and type of school. Thank you!

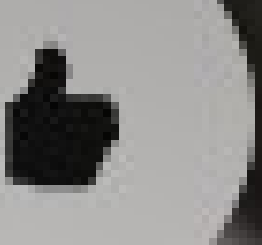


# The PSHE Association

- Membership organisation and community
- Support, training and advice
- Partnerships with government, public bodies, civil society, local authorities and Multi-Academy Trusts



**High quality PSHE education  
provision for all pupils**





# Session aims:

- Recognise the importance of PSHE education, and statutory Relationships Sex and Health Education, for pupils with SEND
- Build confidence to ensure the PSHE curriculum and activities are matched to the needs of pupils with SEND, and how to demonstrate their progress
- Explore the key principles of effective PSHE practice (and resources to support lesson delivery for pupils with SEND)

# Instructions





# What this session will cover:

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## Part 1

Statutory requirements for RSHE

The importance of PSHE for pupils with SEND

Teaching safeguarding through PSHE education

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## Part 2

Matching the curriculum to different needs

Maximising PSHE using the Planning Framework for pupils with SEND

Adapting planning for pupils with SEND

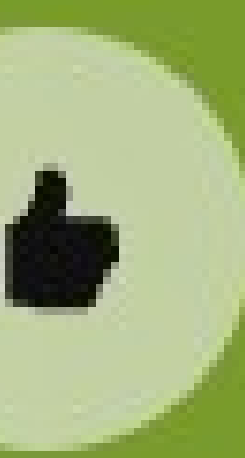
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## Part 3

Key principles of effective practice

Assessment for pupils with SEND

Exploring resources and deciding next steps



# Part 1: Understanding PSHE and RSHE

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Statutory requirements for RSHE

The importance of PSHE for pupils with SEND

Teaching safeguarding through PSHE education





# What are the needs of pupils in your setting?

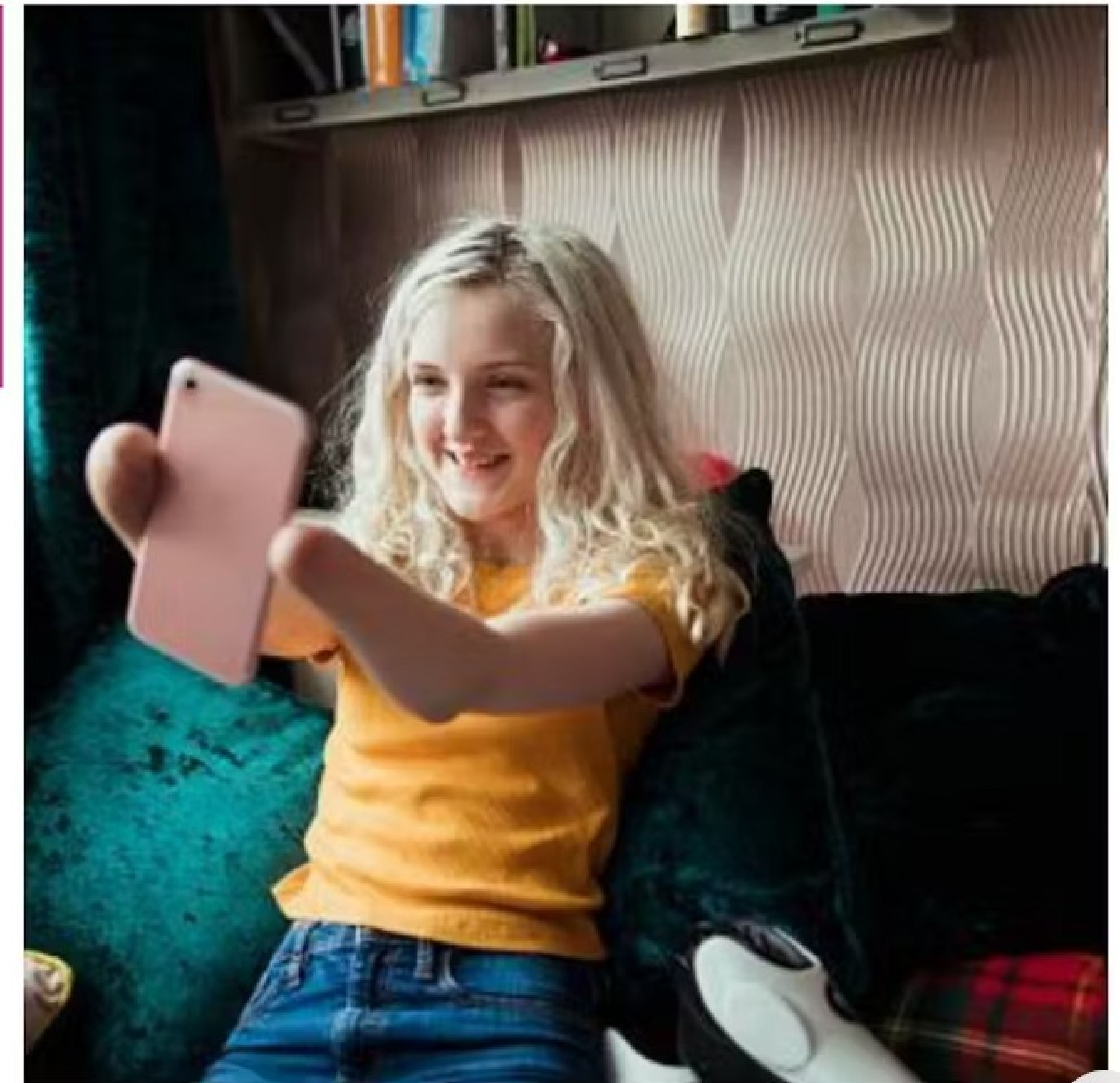
16 responses



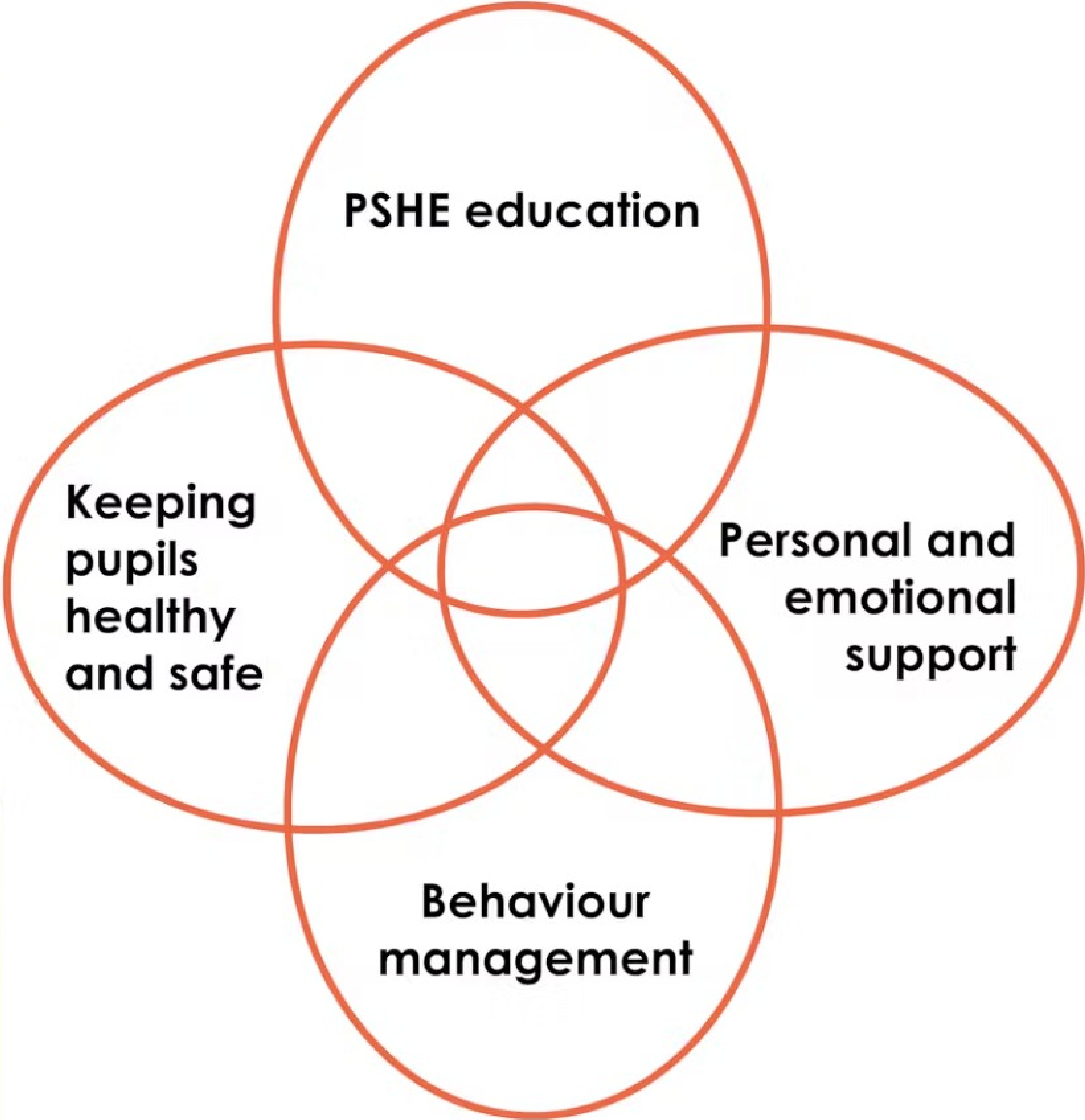
# What is PSHE education?

The school subject through which children and young people acquire the knowledge, skills and attributes they need to stay healthy, safe and thrive, now and in the future.

- A planned spiral curriculum
- Appropriate time allocated
- Carefully sequenced learning
- Developmentally appropriate
- Preventative not reactive







# What can PSHE education do for your school?

- support learning outcomes in other areas of the curriculum
- address local or national health priorities for young people with SEND
- promote positive behaviour for learning and reduce barriers to learning
- provide evidence for inspection judgements



# What can PSHE education do for your school?

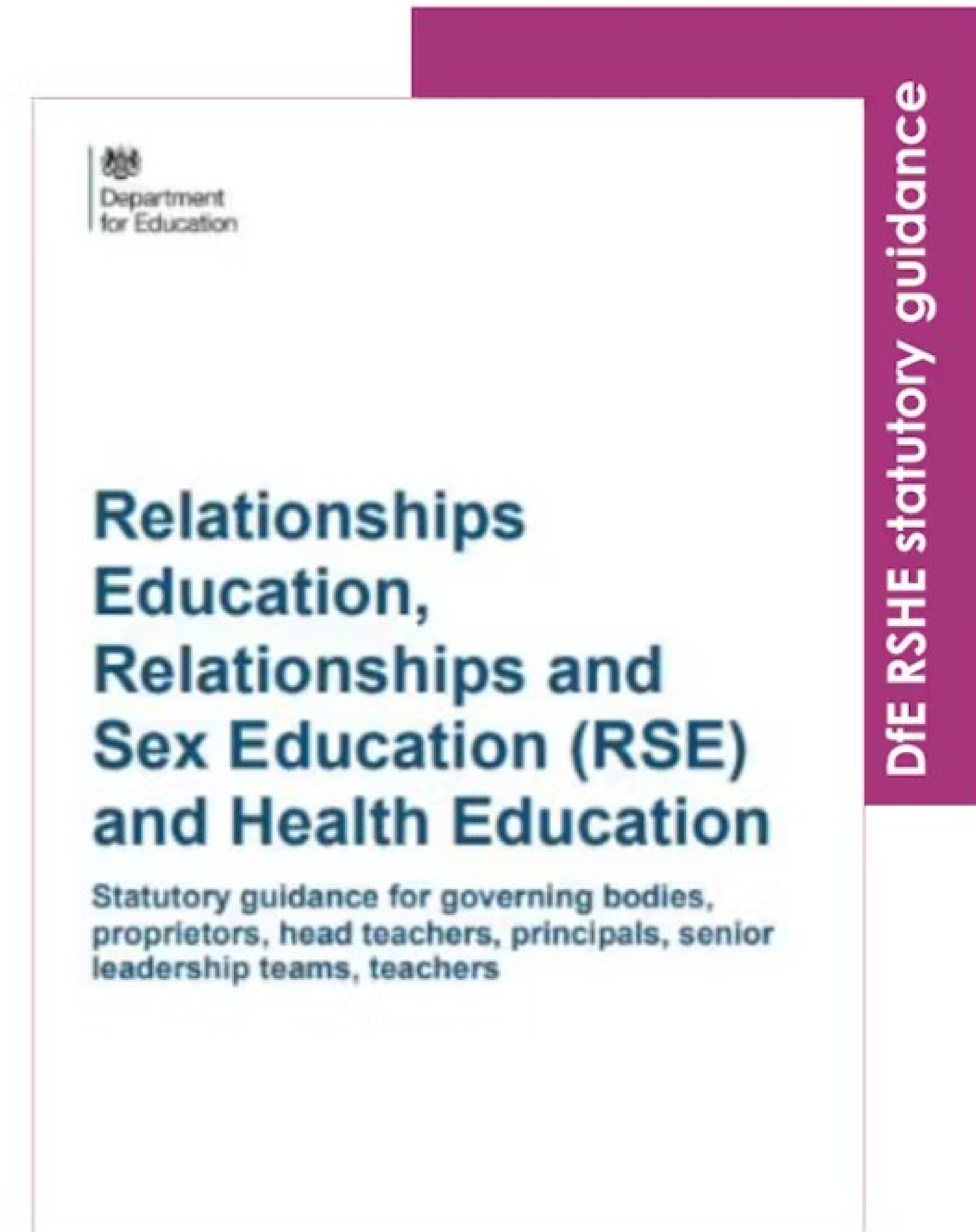
- support learning outcomes in other areas of the curriculum
- address local or national health priorities for young people with SEND
- promote positive behaviour for learning and reduce barriers to learning
- provide evidence for inspection judgements

## **Fulfil statutory duties to:**

- teach RSE and Health education
- teach pupils about safeguarding
- promote pupils' spiritual, moral, cultural, mental and physical development
- prepare pupils for the opportunities, responsibilities and experiences of later life

# Statutory RSHE

- This applies to all schools; including SEND provision, academies and independent schools.
- Independent schools are only bound to teach the RSE content. Health education is already effectively implemented as part of wider PSHE through the independent school standards.
- Schools should prioritise RSHE content based on the needs of students, 'with particular attention to the importance of positive relationships, as well as mental and physical health.'





# SEND specific guidance

- Relationships Education, RSE and Health Education must be **accessible for all** pupils.
- This is particularly important when planning teaching for pupils with special educational needs and disabilities...
- High quality teaching that is **differentiated and personalised** will be the starting point to ensure accessibility.
- Schools should be aware that some pupils are more **vulnerable to exploitation**, bullying and other issues due to the nature of their SEND.
- In special schools and for some SEND pupils in mainstream schools **there may be a need to tailor content** and teaching to meet the specific needs of pupils at different developmental stages.



# What about sex education?

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to **recommend therefore that all primary schools should have a sex education programme** tailored to the age and the physical and emotional maturity of the pupils.”

“The aim of RSE is to give young people the information they need to **help them develop healthy, nurturing relationships of all kinds**, not just intimate relationships...

RSE should provide clear progression from what is taught in primary school in Relationships Education.”

(DfE, 2019)



# Right to withdraw

- Applies to sex education **only**.
- For KS1-2, sex education means any content you teach which goes beyond the statutory recommendations (e.g. how a baby is made, introduction to contraception etc).
- For KS3-4, 3 terms before they turn 16, a pupil can opt back into sex education lessons, even against their parents' wishes.
- The school has a duty to provide sex ed. during one of the remaining 3 terms.





# Exceptional circumstances

“In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil’s special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably **very likely to be at unusual risk from sexual activity or sexual exploitation**, then your headteacher may judge that an exception should be made.

In such exceptional cases, **your headteacher may decline a parental request for withdrawal.**”

(DfE, 2022)



# What are we trying to achieve through PSHE for our pupils?

skills and tools for life

Talking skills

Emotions

Life skills How to stay safe

An open space to have their viewpoint heard

Life skills and how to be safe

The understanding of feelings and emotions and how to deal with these

How to deal with emotions

# What are we trying to achieve through PSHE for our pupils?

Safe space

Friendship and  
relationships topic



# What can PSHE do for your pupils?

- Happy
- Healthy
- Safe
- Supported and able to meet other people
- Fulfilling relationships
- Aware of their rights
- Confident in themselves
- Able to participate in society
- Independent as far as possible



# During my life I may...

Witness my first incident of hurtful behaviour or bullying, either in person or online

Experience strong emotions

Make choices about my care

Make independent decisions about diet, clothes I like to wear, places I want to go to



Question if my appearance is ok

Fall in love for the first time

Experience the start of puberty

Use public transport on my own

Witness or experience discrimination

Use social media for the first time

Make my first decision about alcohol or drug use

Take on some aspects of independent living





# Experiences of children with SEND

- Children with SEND have similar aspirations for the future as others e.g. a great job and family life.
- However, children with SEND are less likely to feel safe compared to other children.
- They also feel considerably less safe online.
- Children with SEND were also more likely (36%) than others to say they often or always felt lonely.
- Children with SEND told the Children's Commissioner they wanted to be understood, seen, and heard, and to experience smooth transitions to help them prepare for adulthood.



'We all have a voice' (CC, 2023)



# Experiences of children with SEND

- Young people with SEN report similar life satisfaction as those with no SEN. However, levels decline with age...
- Lower levels of psychological wellbeing and self-esteem are reported.
- Young people with SEN who identified as LGBTQ+ reported elevated emotional difficulties compared to their other peers with SEN.
- Young people receiving SEN support were more likely to experience all forms of bullying than those with No SEN.
- Those with EHC plans were more likely to be physically, relationally, and cyber bullied than those both without SEN and receiving SEN support.
- Many people with a learning disability say that relationships are important to them. Yet, only 3% of people with a learning disability live as a couple, compared to 70% of the general adult population. (Mencap

website, 2019)



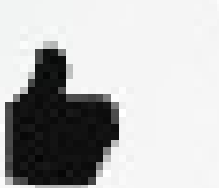


# Obstacles to keeping safe...

- **May be more likely to be a target** because of lower cognitive functioning.
- **May find it difficult to differentiate** between appropriate, inappropriate or necessary touch.
- **Are taught to comply with instructions** which may make it more difficult for them to recognise manipulation or coercion.
- **May choose to tolerate unkind or inappropriate behaviour** to keep a friendship, not feel lonely, or think it is 'ok' behaviour.
- **May find it difficult to report incidents** because of communication difficulties.
- **May not be believed or understood** if they report issues.

# How can we respond to these obstacles?

- Taking a whole school approach to tackling sexual harassment or incidents of bullying
- Mapping the school environment and identifying or patrolling less supervised/safe areas
- Willingness and confidence to listen – from all staff
- Opportunities to disclose in different ways (verbally, anonymously, in writing, using other agreed symbol or system)
- Consistently promoting help seeking and rehearsing help-seeking skills in PSHE lessons to build confidence to speak out







How many ways can you think of to say 'no', or not give, or withdraw consent?

You could say these out loud, list them, act them out, or draw them!

## Jordan's safe circle

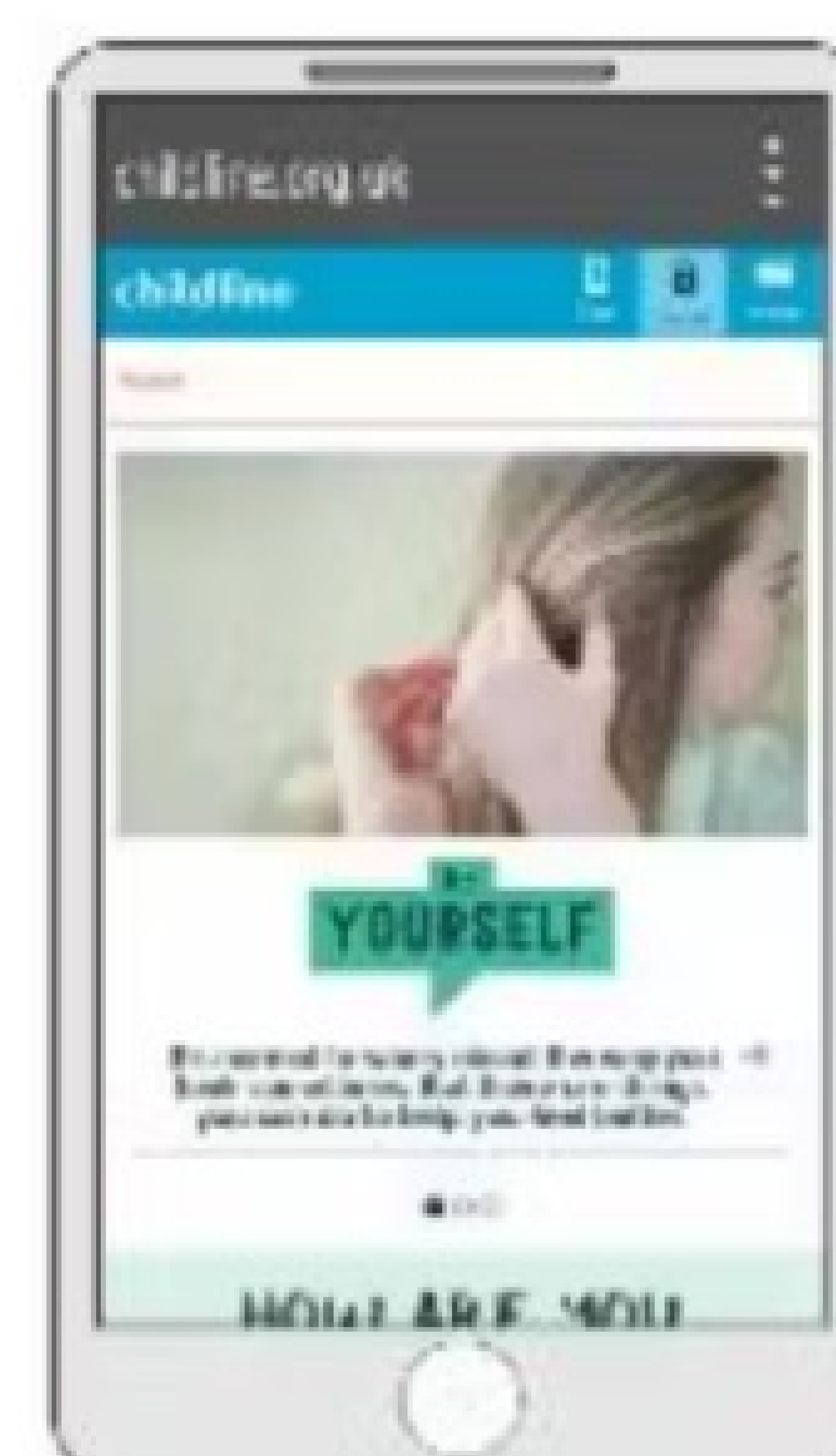
Who could Jordan speak to for help?



In school?



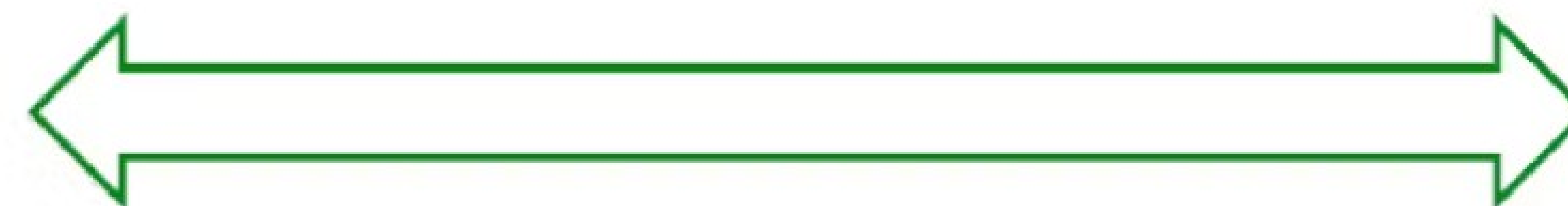
At home?



Somewhere else?

## Feelings check

How do you feel after today's learning?



## Your safe circle

'Private' doesn't mean that we can't tell **anyone**. But it does mean we don't tell **everyone**.

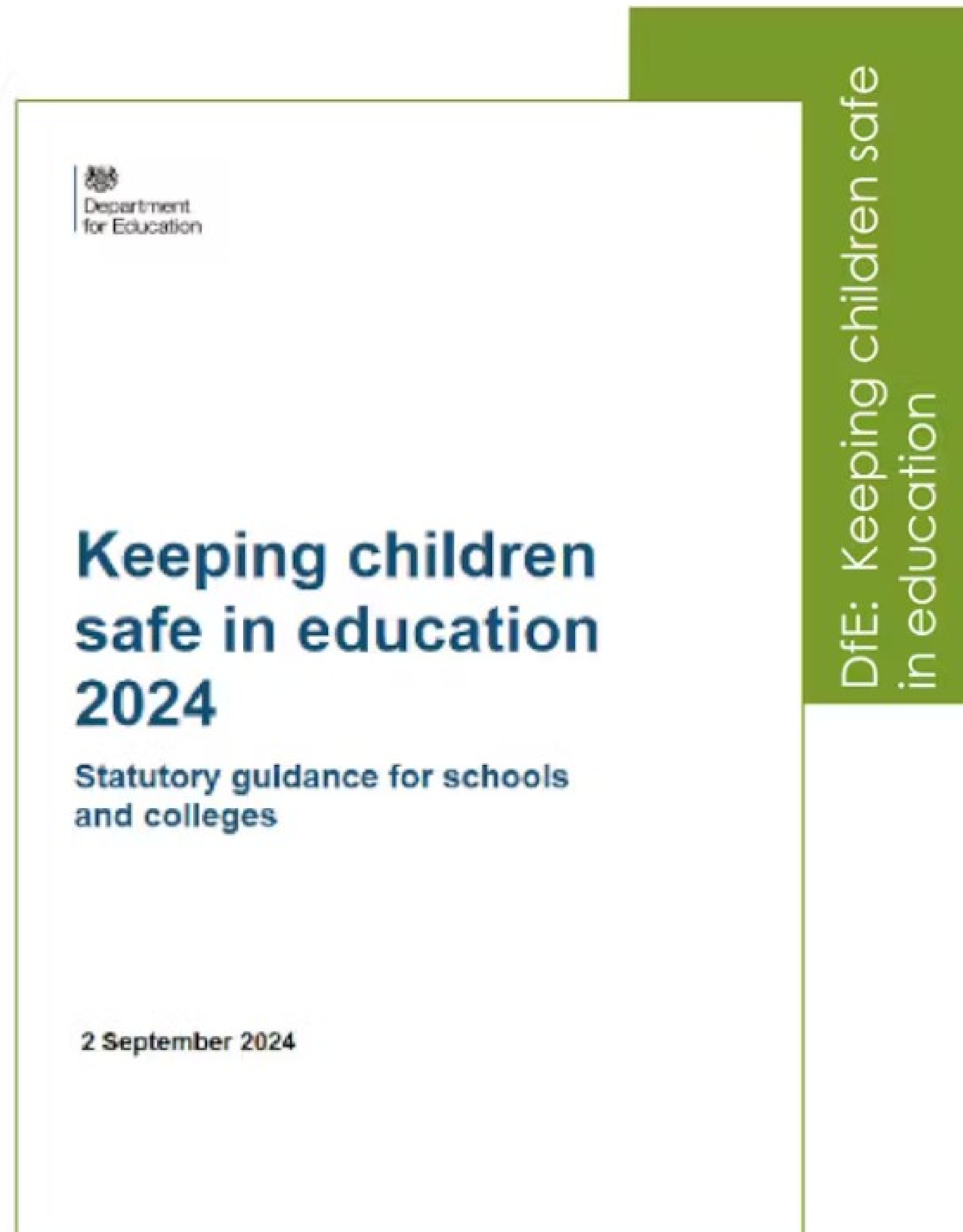
Private things sometimes need to be shared, but only with people we trust.

**Who could you share something private with?**





# Opportunities to teach safeguarding



“The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school’s behaviour policy and pastoral support system, **as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons** and reinforced throughout the whole curriculum.”



# Opportunities to teach safeguarding

DfE: Research report

- Involve pupils in curriculum design and adopt a person-centred approach
- Ensure clear language, avoid abstract concepts or long sentences
- Short teaching sessions, introduce new ideas slowly and regularly revisit learning

“A number of suggestions on how to further support the engagement of pupils with SEND... giving them space to define their sexual identity themselves, providing them with information about sexual orientation and ways to express their sexuality, and supporting them in making informed decisions about their sexual life.”

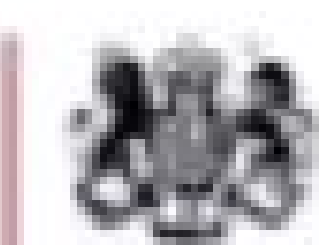


## Teaching relationships education to prevent sexual abuse

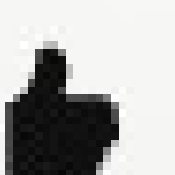
Research report

September 2024

Authors: Alma Economics



Government  
Social Research



# Opportunities to teach safeguarding

DfE: Research report

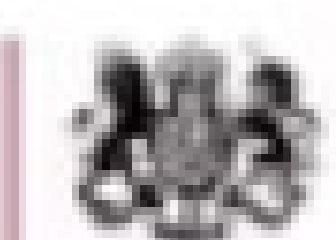


## Teaching relationships education to prevent sexual abuse

Research report

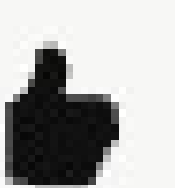
September 2024

Authors: Alma Economics



Government  
Social Research

“Because of pre-existing conceptions about the needs of young people with SEND... RSE curriculums designed for them tend to have a strong focus on risk and harm. and leave aside the positive aspects of sex such as discussions about desire, pleasure and intimacy.”





# Opportunities to teach safeguarding

DfE: Research report

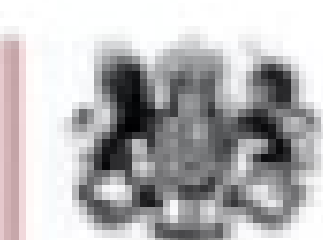


## Teaching relationships education to prevent sexual abuse

Research report

September 2024

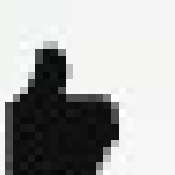
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Government  
Social Research

“Because of pre-existing conceptions about the needs of young people with SEND... RSE curriculums designed for them tend to have a strong focus on risk and harm, and leave aside the positive aspects of sex such as discussions about desire, pleasure and intimacy.”

“There are wider benefits for pupils with SEND who are effectively included in the RSE curriculum, such as: boosting their self-esteem, developing positive feelings and better knowledge of issues related to their sexuality as well as their personal safety, and informing their decision-making capacity, especially in areas related to consent and personal boundaries.”



# Breakout room 1

- Introduce yourselves and your setting.
- What are the current health behaviour trends or challenges you see your pupils experiencing?
- How do these compare to national data?
- What can we do through PSHE to support our pupils with these experiences?





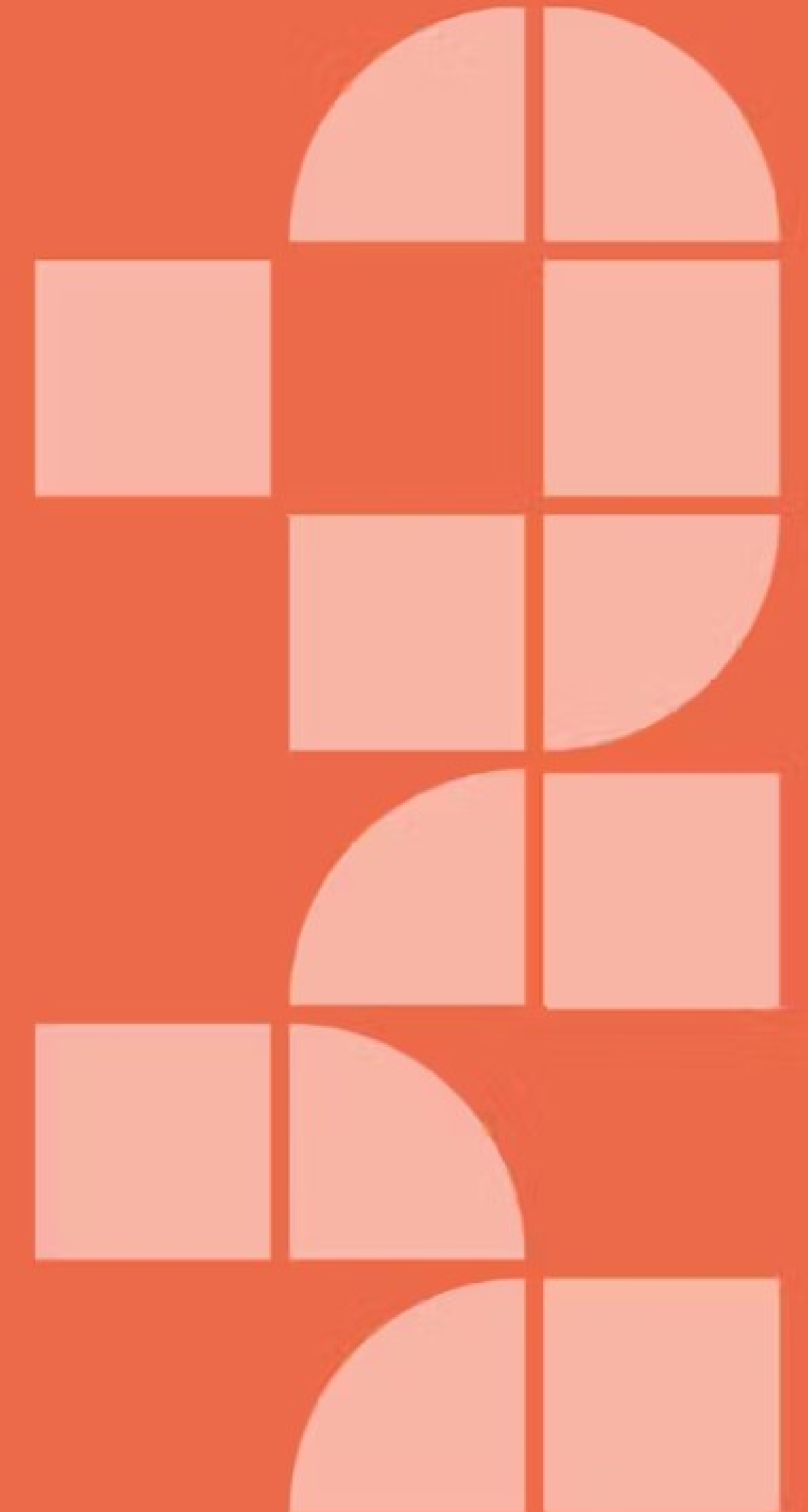
# Part 2: Curriculum planning

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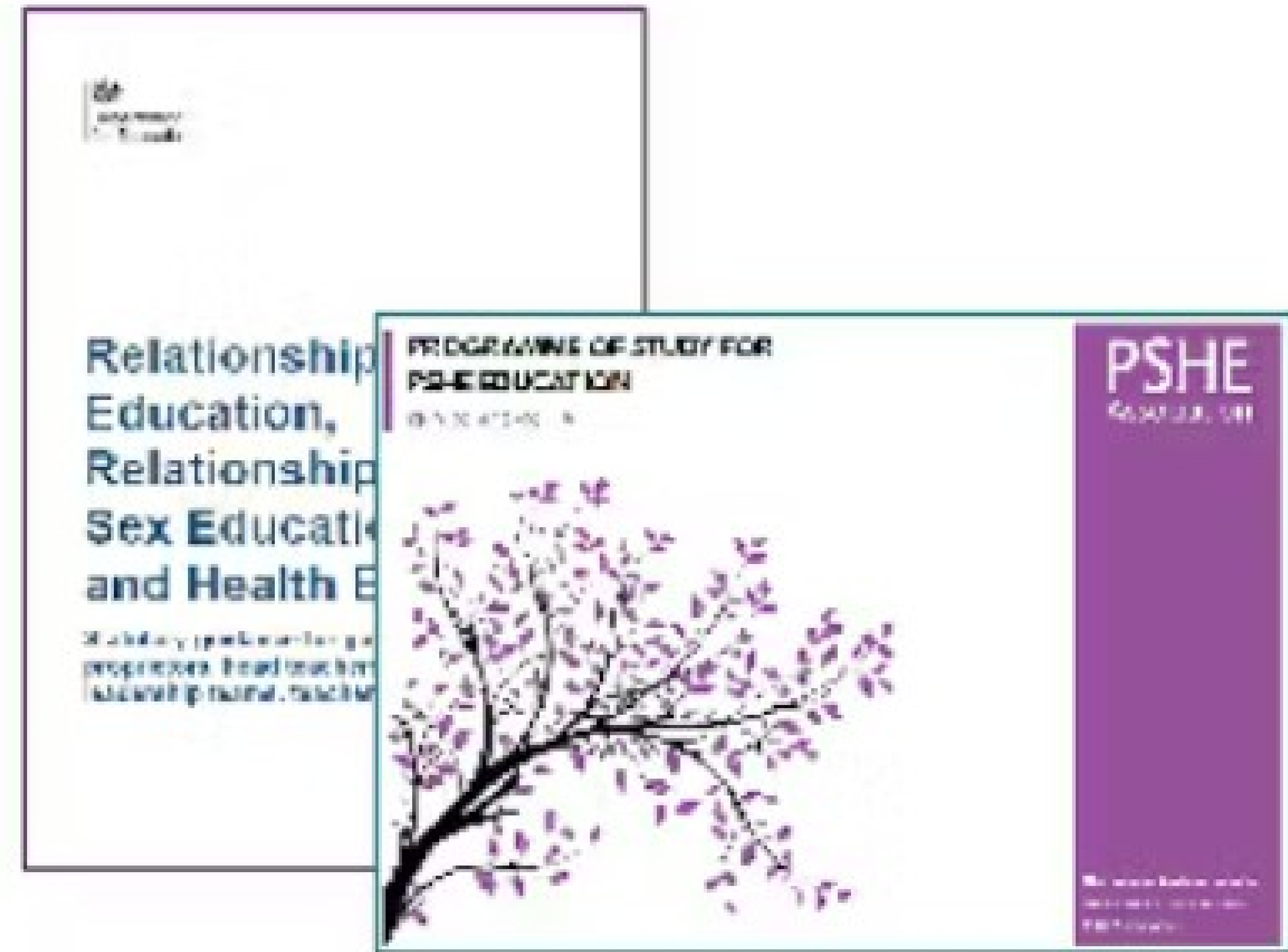
Matching the curriculum to different needs

Maximising PSHE using the Planning Framework for pupils with SEND

Adapting planning for pupils with SEND



Your own knowledge of pupils' needs



Familiarity with national guidance documents

**PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND**  
KEY STAGES 1-4

**PSHE Association**

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

Self-Care, Support and Safety: Key Stages 1 and 2

Outcome	Foundation	Core	Development	Enrichment	Enhancement
Outcome 1: Pupils understand the importance of self-care and safety.	Understand the importance of self-care and safety.	Understand the importance of self-care and safety.	Understand the importance of self-care and safety.	Understand the importance of self-care and safety.	Understand the importance of self-care and safety.
Outcome 2: Pupils understand the importance of seeking help.	Understand the importance of seeking help.	Understand the importance of seeking help.	Understand the importance of seeking help.	Understand the importance of seeking help.	Understand the importance of seeking help.
Outcome 3: Pupils understand the importance of staying safe.	Understand the importance of staying safe.	Understand the importance of staying safe.	Understand the importance of staying safe.	Understand the importance of staying safe.	Understand the importance of staying safe.

**KEY STAGES 3 AND 4 HEALTHY LIFESTYLES**

Healthy Lifestyles: Key Stages 3 and 4

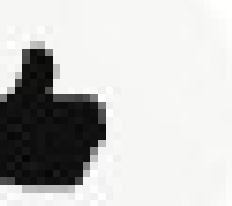
Outcome	Foundation	Core	Development	Enrichment	Enhancement
Outcome 1: Pupils understand the importance of healthy eating.	Understand the importance of healthy eating.	Understand the importance of healthy eating.	Understand the importance of healthy eating.	Understand the importance of healthy eating.	Understand the importance of healthy eating.
Outcome 2: Pupils understand the importance of physical activity.	Understand the importance of physical activity.	Understand the importance of physical activity.	Understand the importance of physical activity.	Understand the importance of physical activity.	Understand the importance of physical activity.
Outcome 3: Pupils understand the importance of mental health.	Understand the importance of mental health.	Understand the importance of mental health.	Understand the importance of mental health.	Understand the importance of mental health.	Understand the importance of mental health.

National and school data about health-related behaviours

Pupil and parent voice (surveys, focus groups, pupil feedback)

Baseline assessments in classroom teaching

Input from pastoral staff, other colleagues

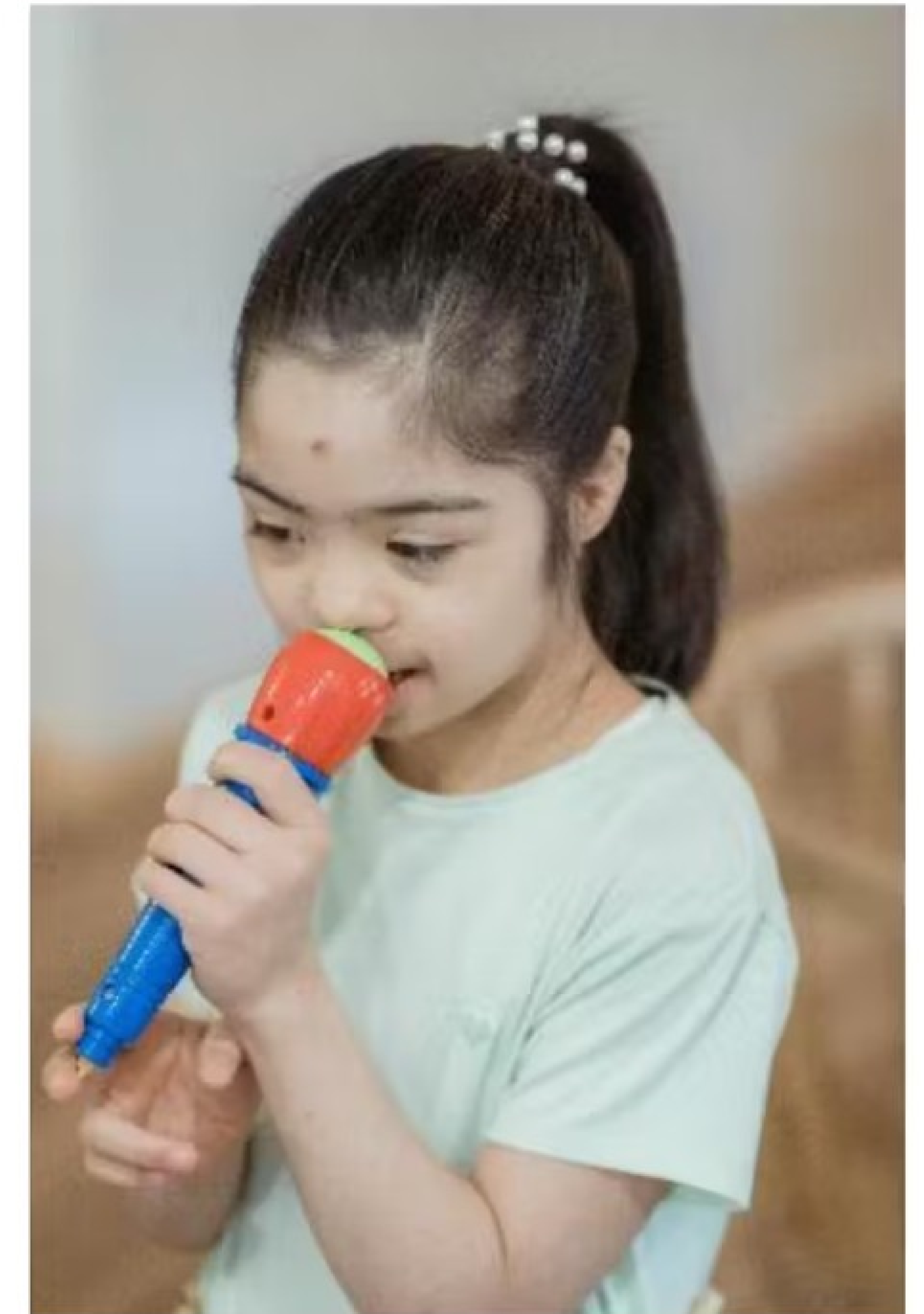




# What PSHE learning will support Asha?

Asha is 11 and has foetal alcohol spectrum disorder. She is about to start puberty and is starting to experience very strong emotions, which can make her volatile and quickly upset.

Until now, her parents have helped her with personal hygiene and washing routines. She wants more privacy and has been locking her bathroom and bedroom door when washing, changing etc.



# What PSHE learning will support Asha?



## PSHE learning can support:

- Recognising and naming emotions
- Healthy strategies to manage strong emotions
- Communication skills to explain her emotions and assert boundaries
- Understanding the role families play in care-giving
- Identifying public and private behaviours
- Understanding consent and personal boundaries
- Practising personal hygiene routines
- Introducing puberty and how this affects her body
- Preparing to manage periods
- Help-seeking skills to tell someone if she is worried



# What PSHE learning will support Toby?

Toby has Moderate Learning Difficulties and often hangs out alone at lunch and breaktimes. He sometimes joins in with the other children's games/discussions but they often don't choose to include him, or say he isn't following the rules of the game.

He comes to tell you he is lonely and he doesn't have a best friend like everyone else.



# What PSHE learning will support Toby?

positive and healthy  
relationships

friendship and  
relationships topic

Teaching about  
neurodiversity for other  
pupils

negotiating

EAA

Positive and healthy  
relationships and their  
safe spaces .

Communication skills

Understanding what  
friendship is



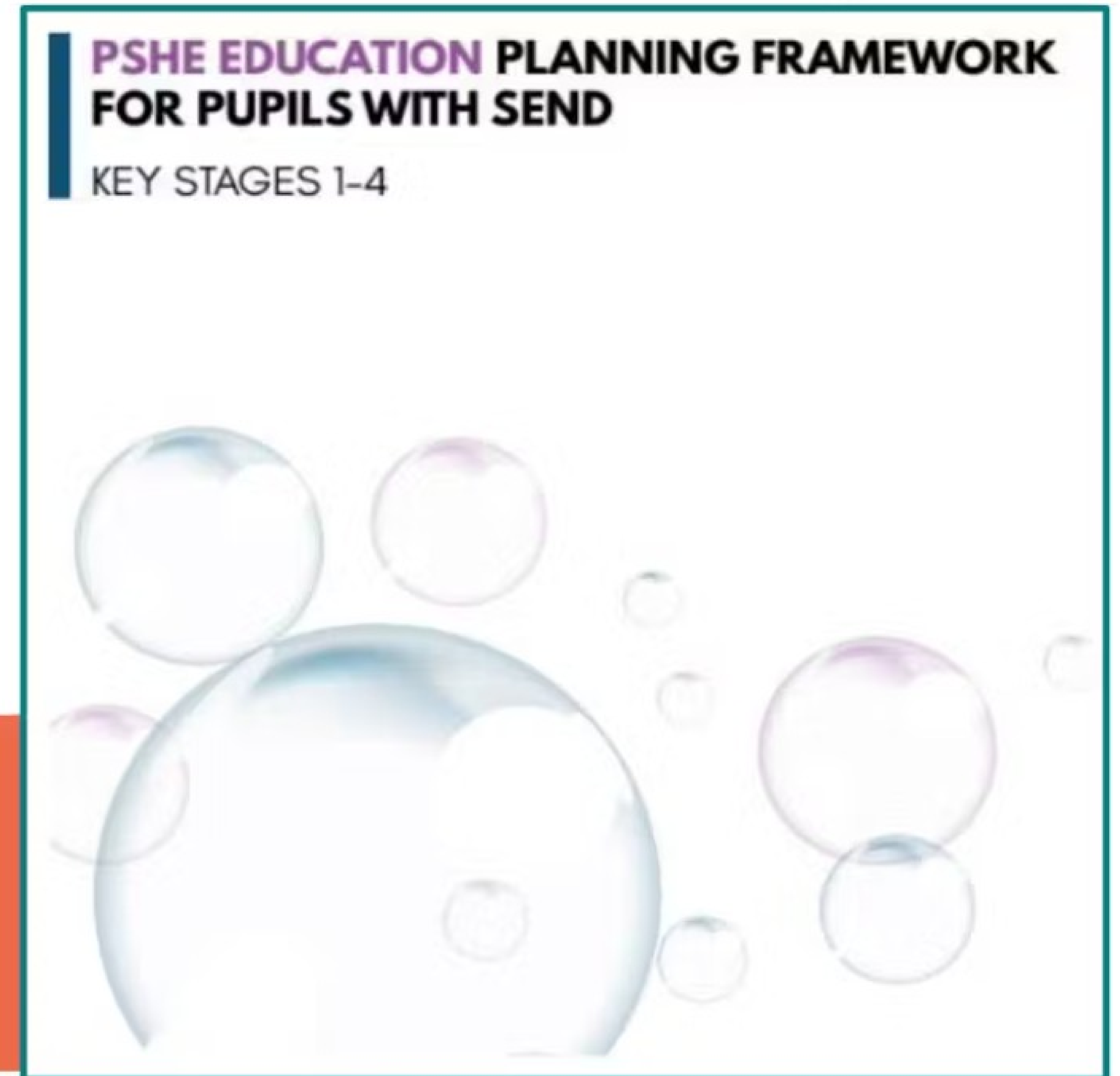
# What PSHE learning will support Toby?

Any games that involve them moving. I tend to do it as a whole class. Move if you like...

1:1 More practical than sit down and listen

# The Planning Framework for pupils with SEND

- Covers all aspects of statutory RSHE
- Goes beyond statutory guidance includes economic wellbeing, personal safety, careers and preparing for adulthood
- Progressive spiral framework for key stages 1-4
- Can be used flexibly and adapted to methods of planning and delivery
- Used in mainstream as well as SEND settings





# PSHE education planning framework

1. **Self-awareness**
2. **Self-care support and safety**
3. **Managing feelings**
4. **Changing and Growing**
5. **Healthy lifestyles**
6. **The world I live in**

Learning outcomes for each topic area in progressive stages, starting with the first stage 'Encountering', through to the final stage 'Enhancement'.



<b>Encountering</b> <i>(effective engagement in the learning process)</i>	<b>Foundation</b> <i>(underpinning learning)</i>	<b>Core</b> <i>(fundamental learning elements)</i>	<b>Development</b> <i>(increasing understanding of learning)</i>	<b>Enrichment</b> <i>(deepening of application of learning)</i>	<b>Enhancement</b> <i>(applying learning in different contexts)</i>
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# In-school case studies



**School A** have used the framework to create their long-term curriculum plan. Each half term follows one of the six sections for all classes across all age groups.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-awareness	Self-care support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in

This means throughout the year, the focus starts on the individual, and then broadens to their place in the world. As each class is doing the same topic at the same time, it allows for reinforcement of key messages across the school and flexibility in terms of over-learning and moving between the 6 progression stages. Lessons are created by the PSHE lead and supplemented by existing resources that fit the outcomes.





# In-school case studies

**School B** found that pupils in their school needed a more fine-graded approach, particularly at the entry level of the SEND framework, between 'Encountering' and 'Foundation'.

For many of their pupils with complex and multiple needs, the jump between these two stages was too large. So, as a team of PSHE leads in local network meetings, they created an additional, seventh stage called 'Exploring'. This stage supports pupils to explore key themes of learning and begin to communicate their preferences. It forms a bridging step towards the learning outcomes in the Foundation phase.

This has encouraged teachers to make their planning more bespoke, ensure accessibility and gives more opportunities for over-learning for pupils that need it most.





# How mainstream schools have used the framework to support SEND pupils

If our topic for the half term is, for example, personal safety, I'll look up what the SEND framework says the outcomes could be for 'Development' on that topic. Then I use those to adapt my lesson activities for the child I have in mind.

I mostly use it to track pupil progress. We already have quite adaptive planning in place, so I use the framework for a specific group in my class. They work together and have an LA. He records what they've done, then I tick off the relevant outcomes on the framework for each topic.



# In-school case studies

**Various schools** have used the framework to support assessment and monitor progress. Teachers have a copy of the relevant section from the framework and make notes / gather photo evidence of where individual children are 'at' during each lesson or topic through observing their work.

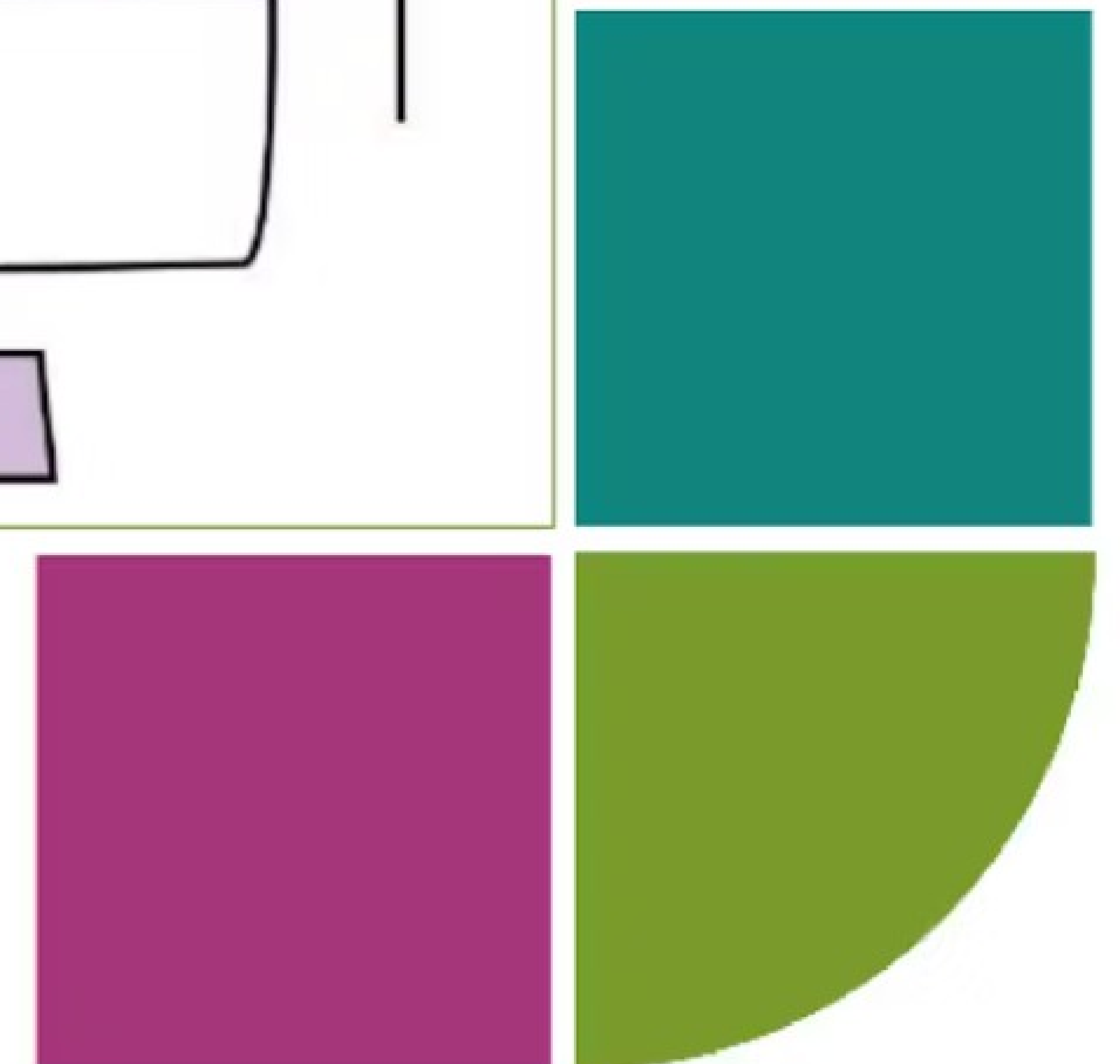
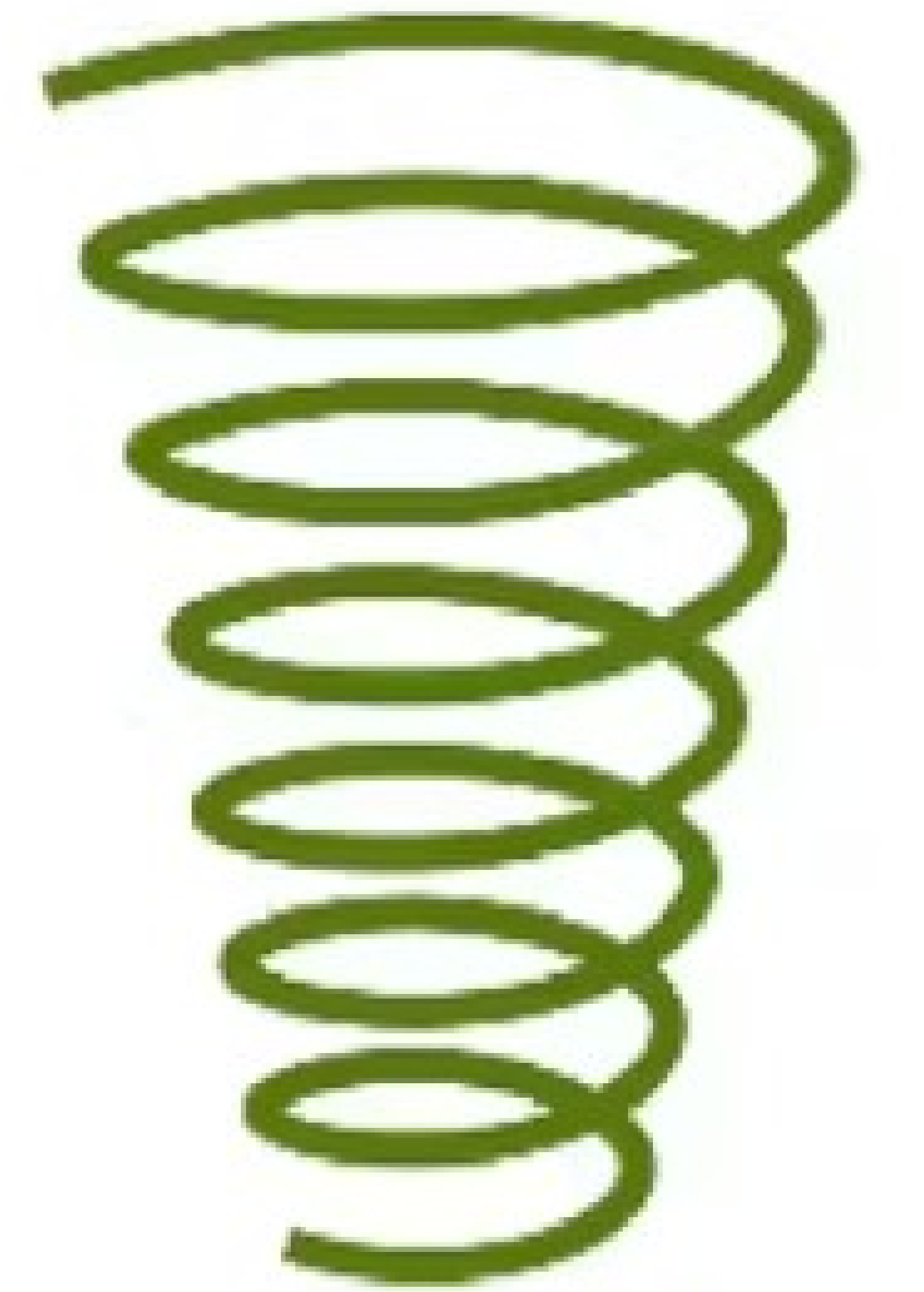
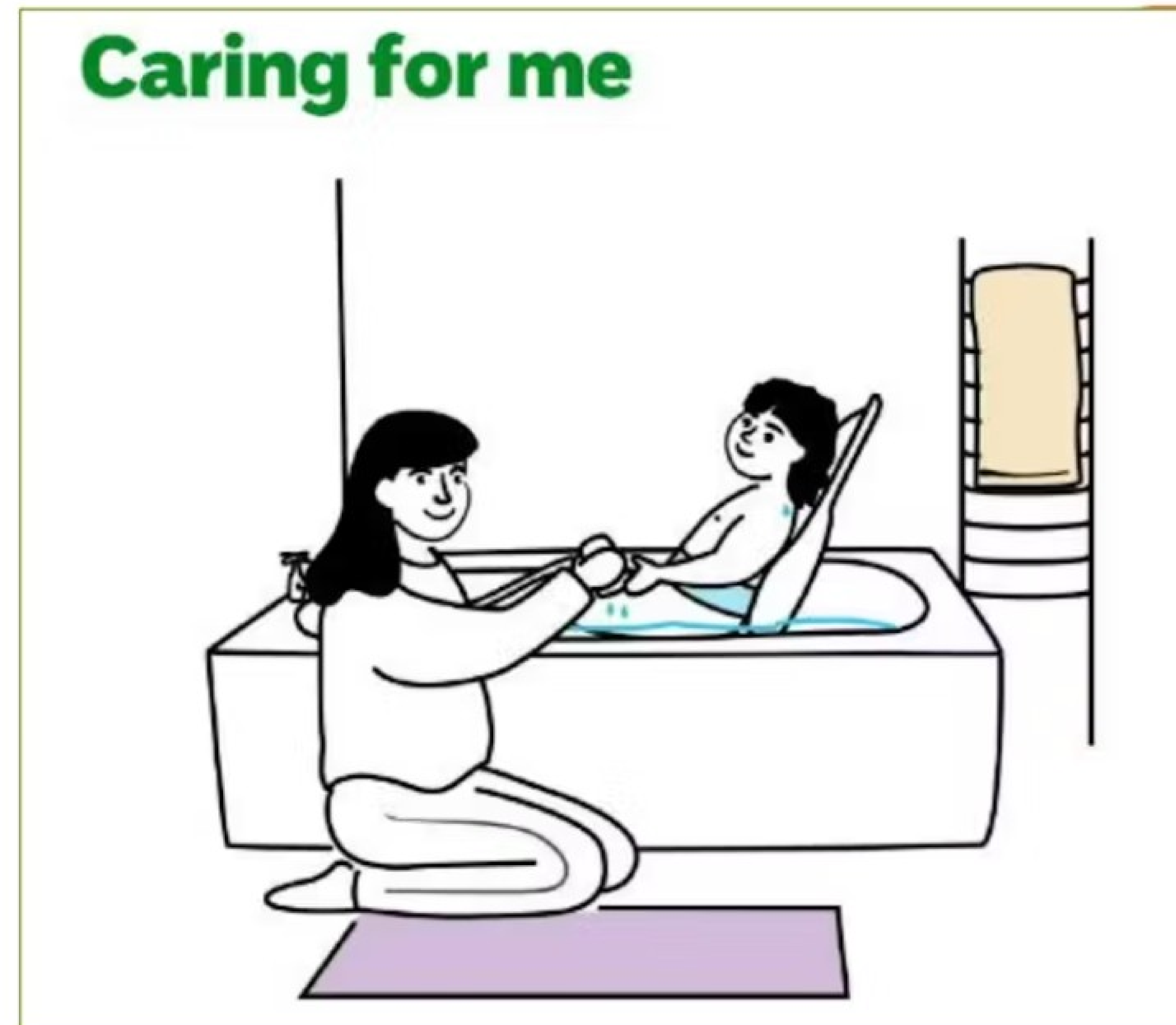
The school has embedded the framework by:

- Linking the outcomes to pupils' IEP targets, or using them to help set new targets
- Sharing the learning outcomes with pupils and parents, which are linked to the whole school behaviour and rewards system.



# Creating a spiral

- A spiral curriculum is essential to allow pupils opportunities to revisit topics in new contexts as they grow and develop.
- A topic such as consent can be explored through:
  - Care contexts such as adults helping young people dress
  - Permission and rules in school
  - Working and playing together
  - Friendships
  - Intimate, loving relationships
  - Sexual relationships







# Recognising and managing public and private behaviours

## Enrichment

Identify practical strategies to ensure our privacy and that of others.

## Core

Identify places that are public and places that are private.

## Encountering

Respond to stimuli about things we might do with other people and things we would do on our own

## Enhancement

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.

## Development

Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).

## Foundation

Recognise the difference between something that is private and something that is public.





# Identifying public and private behaviours and applying understanding

## Enrichment

Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.

## Core

Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.

## Encountering

Respond to stimuli about things that are public and things that are private.

## Enhancement

Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.

## Development

Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.

## Foundation

Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.





# What activities work well for pupils with SEND?

- Think of a specific pupil you work with who has a SEND need.
- What kinds of activities work particularly well for them in PSHE lessons?

# What type of activities work well for your pupils with SEND in PSHE lessons?

Smaller groups

Opportunity for verbal and not written Post it note activities  
Working in pairs and small groups  
Sorting activity with communicate and print

Post it notes rather than talking in groups

Options of how to show their learning e.g.  
Drawing, acting, typing

Turning scenario worksheets into visual by role playing what is happening, whiteboards too

Ask in basket if they want to ask/tell the adult something, this is used for all learners

Using a talking prompt

Games that get them moving



# What activities work well for pupils with SEND?

- Think of a specific pupil you work with who has a SEND need.
- What kinds of activities work particularly well for them in PSHE lessons?

**Small world play:**  
the use of figures/dolls to play out situations

**Picture-stimuli:**  
Developing curiosity through picture or storyboards / comic strips

**Role play:**  
Where appropriate, a chance to build confidence and try out new skills

**Exploring artefacts:**  
Tactile real life objects e.g. for puberty

**Card sorts:**  
Freedom to change your mind, no right answer, allowing a 'not sure' or 'it depends' pile

**Multiple choice:**  
Providing limited options to explore decision making



# Exploring play opportunities

Create a role-play area set up like a doctor or dentist surgery



Use road maps, toy vehicles and people, to model crossing the road safely



With a dolls house and figures, play out routines showing how families care for children

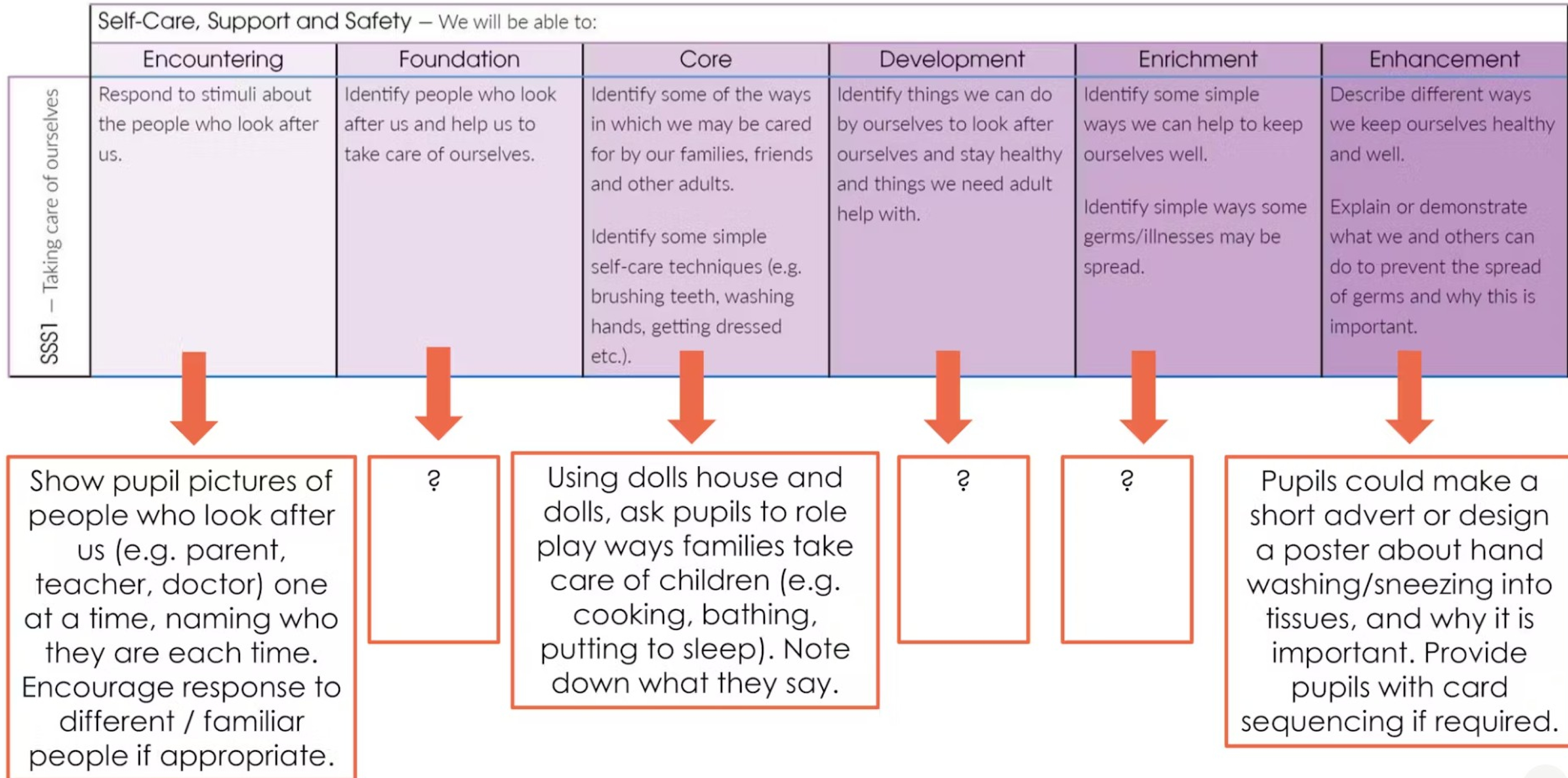


Use modeling clay or story books to express emotions





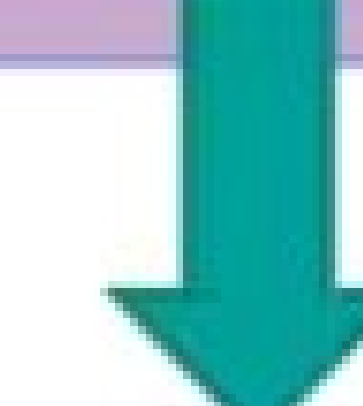
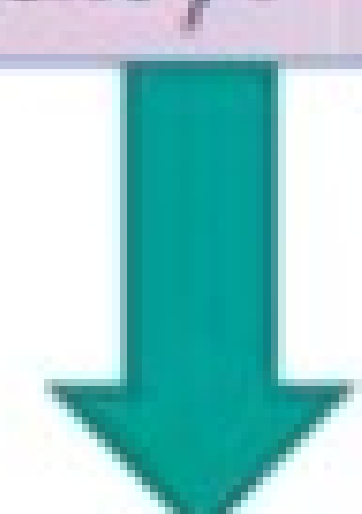
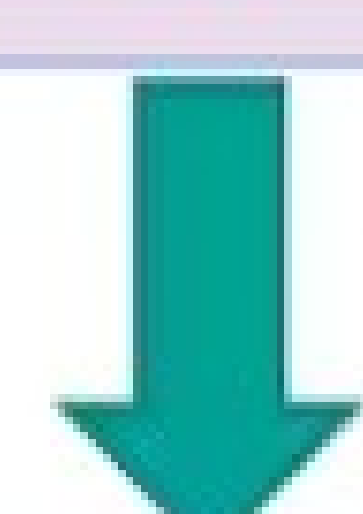
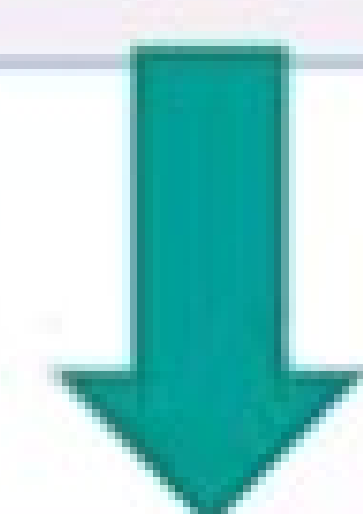
# KEY STAGES 1 AND 2 SELF-CARE, SUPPORT AND SAFETY





# KEY STAGES 3 AND 4 HEALTHY LIFESTYLES

Healthy Lifestyles – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
HL4 – Healthy eating	Respond to stimuli about different kinds of food and drinks.	Identify our favourite foods and drinks.	Describe our favourite foods and drinks, and give reasons for our choices.  Identify foods we can eat all the time which are good for us.  Identify foods that should only be eaten occasionally.	Explain what we mean by a healthy, balanced diet.  Explain what makes some foods better for our health than others.	Describe some of the long term benefits of a healthy diet.  Explain some of the risks of consuming food and drinks with high sugar or caffeine content.	Explain some of the influences on our food choices and strategies for managing these influences.

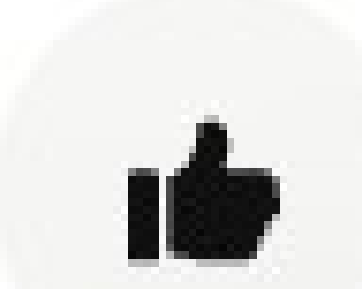


Provide plastic toy food. Show pupil food items one at a time, describing and allowing them to hold.  
Encourage response to different food types if appropriate.

Using same plastic toy prompts, pupils can say which food they like or don't like. They might be able to name food from their last meal.

Pupils design a breakfast, lunch or dinner menu of favourite foods by picking pictures from food magazines. Highlight food on the menu which is good for us.

?





# Breakout room 2

- As a group, decide if you want to work on the KS1-2 grid, or the KS3-4 grid.
- Choose one of the outcomes that currently doesn't have an activity.
- Can you design an activity that will support pupils to meet the outcome in this learning stage?





# Adapting mainstream activities for pupils with SEND





# Dental health

## Key stage 1 lesson

Match the step to the picture

1. Use a small amount of toothpaste (e.g. about the size of a pea)

2. Tilt the brush up to the gum

3. Brush in circles and flick down over the teeth

4. Brush on the outside of teeth

5. Brush on the inside of teeth

6. Spit out toothpaste after brushing

## Resource 2a: Steps to brushing teeth



## Main activity:

Pupils draw each step in the tooth brushing routine to explain to a character how to brush their teeth properly.

## Support alternative:

Pupils match images to descriptions, and then practise the routine with model teeth.

# Giving and seeking permission

TEACHING ABOUT CONSENT | KS2 LESSON 1 | RESOURCE 3A: STORYBOARD CARDS

	
Marlon wants to play his brother's computer game.	Marlon asks: "_____".
	
Marlon's brother says "_____".	Marlon's brother says "_____".
	
Marlon _____	Marlon _____

## Main task:

Create a storyboard with two alternative outcomes (based on whether or not the characters give or don't give permission for something).

## Support alternative:

Pupils fill in these story cards demonstrating two different outcomes in a simplified, visual model.



# Activity 1: Case study

In a mainstream class, pupils are asked to read a case study about a young person experiencing peer pressure to try a vape.

Pupils then write a response to the character about what they should do.

- Half a page of text
- Some complex vocabulary
- Relevant to young people's lives, but distanced

Option 1:  
Turn the case study into a visual storyboard.

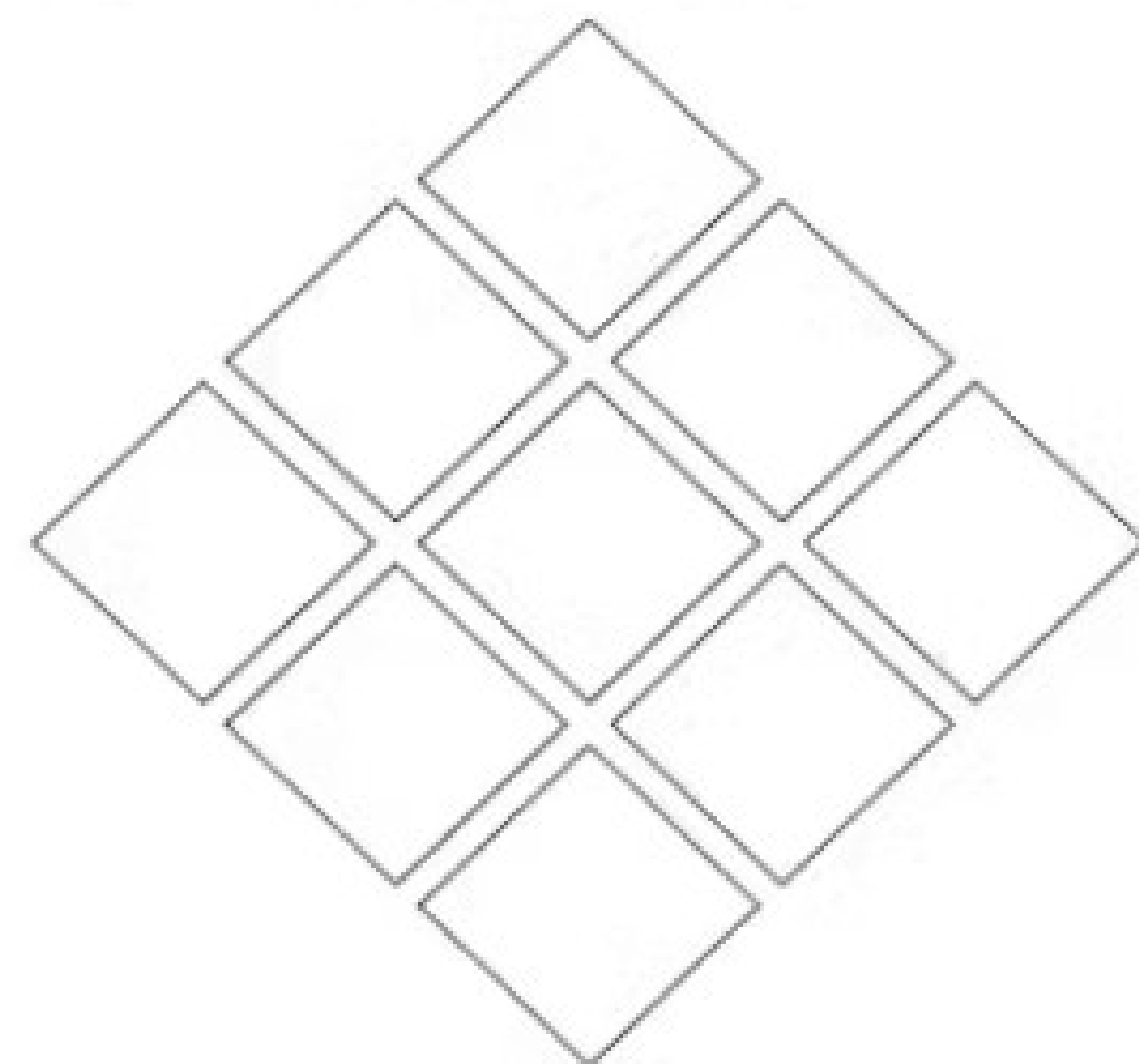
Option 2:  
Offer pupils a limited choice of outcomes – what do they think will happen next?

Option 3:  
Offer pupils a set of statements to sequence to retell the story.

# Activity 2: Diamond 9

Pupils are asked to prioritise nine different statements about online safety into a diamond shape, showing which tips they think are most or least effective.

- Requires working in a group
- Skills require prioritising and synthesising



Option 1:

Ask pupils to prioritise 4 or 5 cards to create a smaller diamond shape.

Option 2:

Add images to each of the 9 cards to help represent them visually.

Option 3:

Of a set of statements (up to 9) ask pupils to choose which idea they think is best and worst.



# Considerations when adapting activities

- Reduce text and simplify language to focus on key terms
- Use more images, videos or physical objects to act as prompts
- Give pupils more modelling of what to work towards
- Provide alternative ways to respond based on needs or interests
- Provide limited choices or scaffolded answers
- Discussion with an adult or peers to help talk through ideas first
- More ways to play, move or to practise fine motor skills
- Build confidence, enthusiasm and willingness to take part



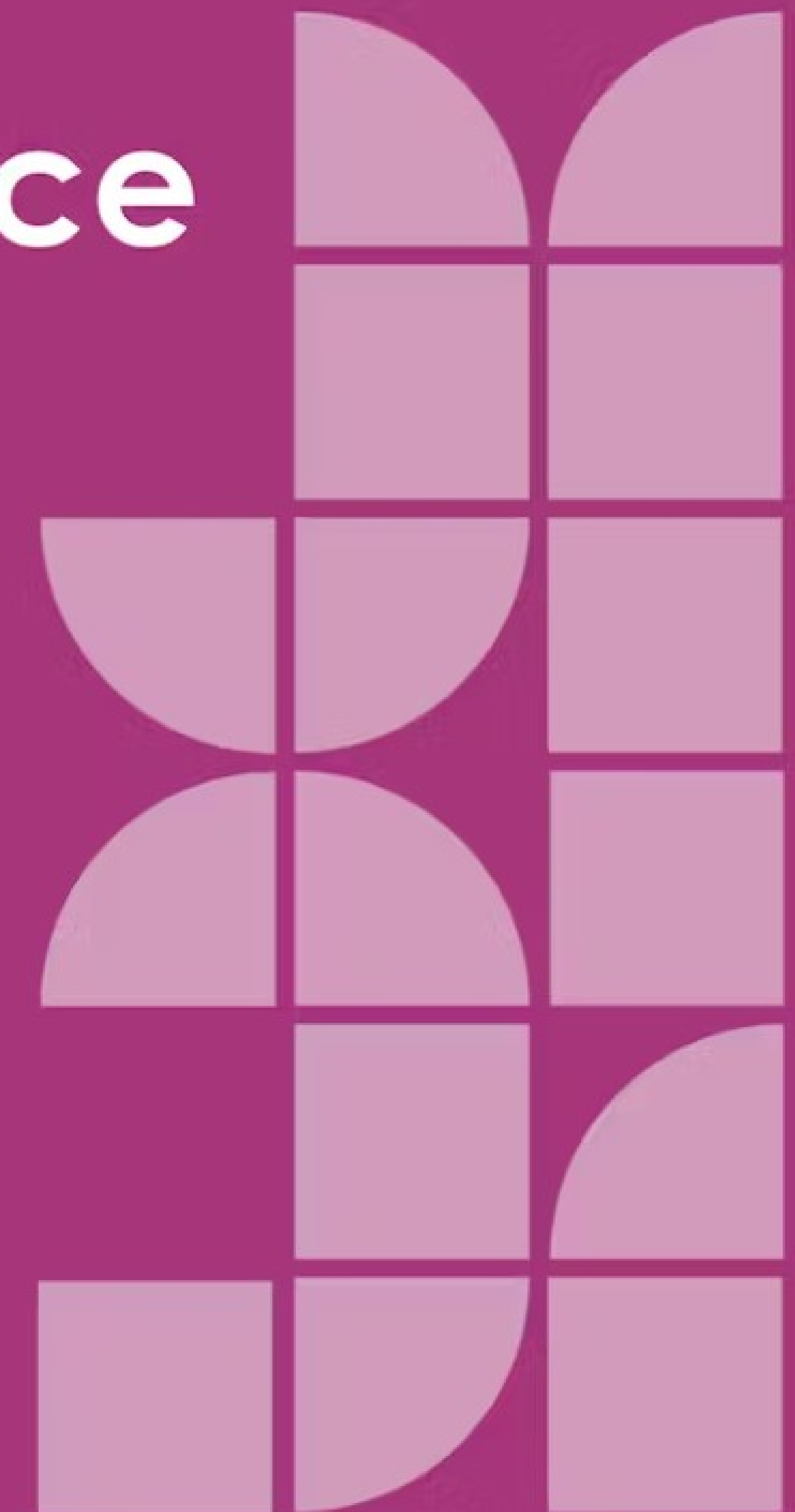
# Part 3: Supporting classroom practice

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Key principles of effective practice

Assessment for pupils with SEND

Exploring resources and deciding next steps







# What makes a safe and inclusive PSHE classroom?





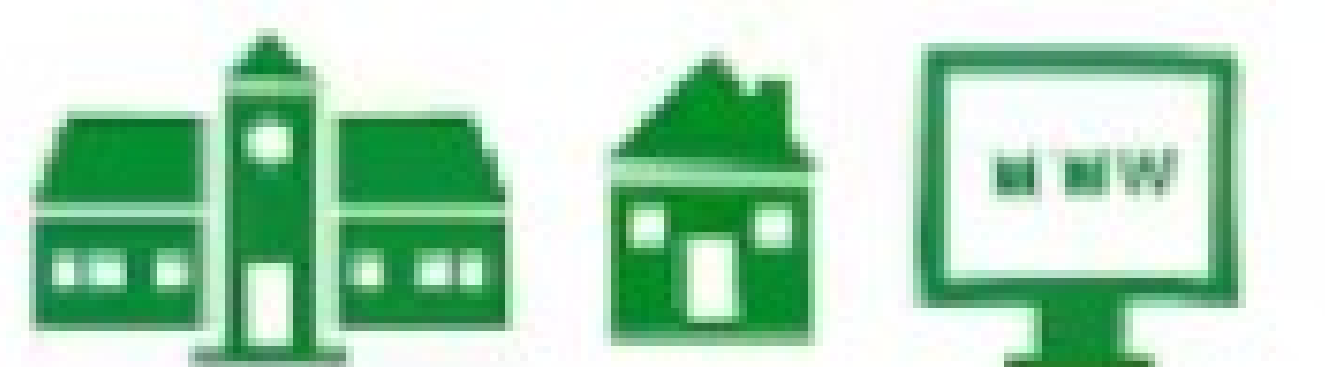
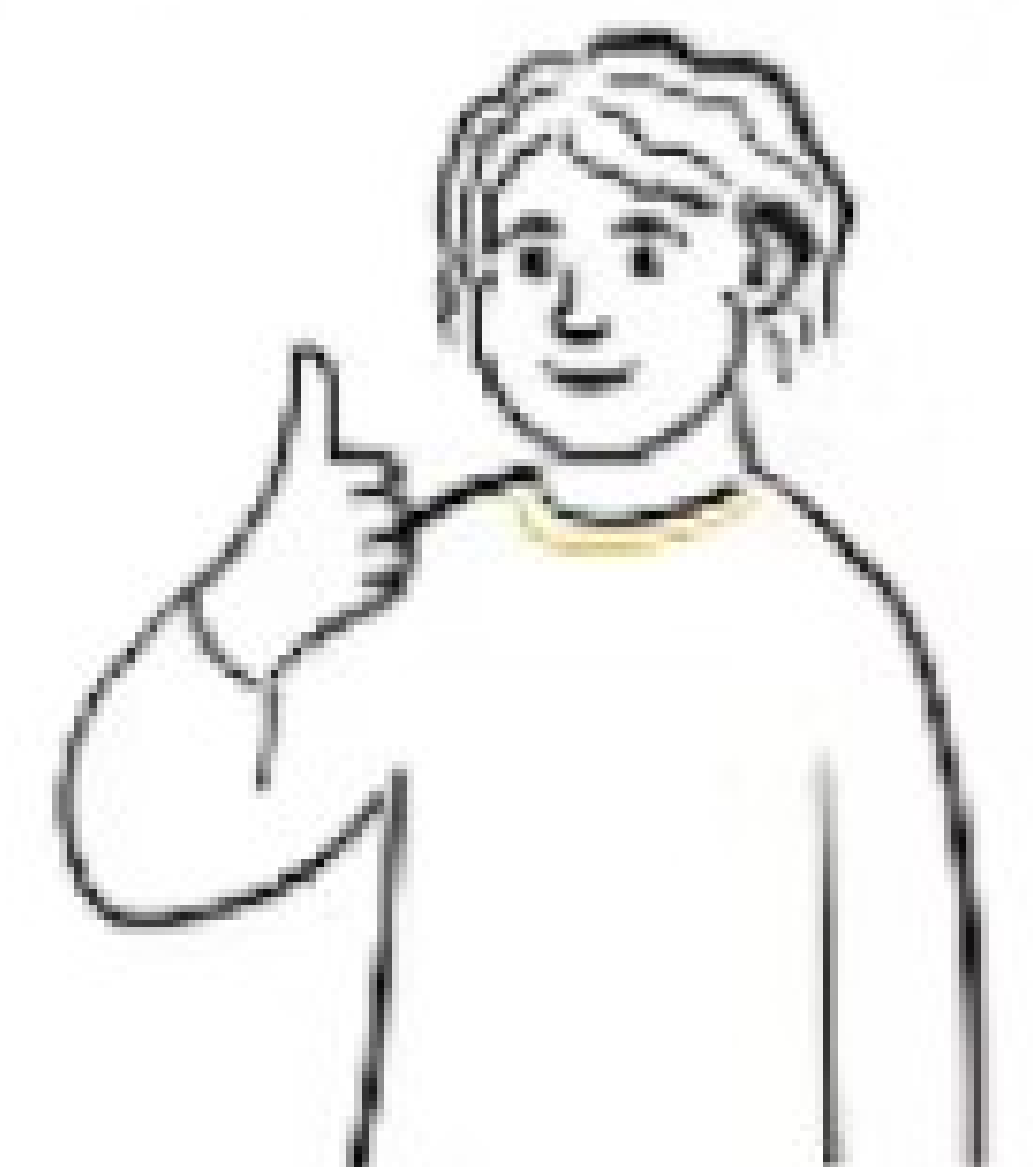
# Ground rules for pupils with SEND

- Ask pupils to draw round their hands and write a rule they think is important in each hand – to create a display
- Start the lesson with a signal that this is a PSHE lesson e.g. pass the cushion, toy/puppet to introduce, play music, a game
- Give pupils visual representations of rules
- Ask them to look and point, or ‘thumbs up or down’ if they agree with the rule
- Ask them to prioritise or order the rules from important to not so important

## Our class charter

We agree to...

- Be kind to others in our class
- Show good listening skills
- Help each other to learn
- Ask before we touch
- Speak out and ask questions
- Use our safe circles if we need help after the lesson





# Distance the learning

- Read a story/poem
- Visual scenario or video
- Ask or give a puppet/character advice
- Dialogue bubbles – what would you reply?
- Storyboard of a 'situation' or 'dilemma'
- Photos, pictures – look and point
- Role play – where appropriate



Also, be aware of when this might be challenging for certain groups, e.g. pupils with ASD.

# Give opportunities to ask questions

- Have an 'Ask it basket' / anonymous question box available *before, after, or as part* of the lesson – draw/write a question, use traffic light cards or other agreed signal.
- Encouraging questions, modelling 'asking' questions through use of character persona.
- Using artefacts/photos/images as prompts and to support answers – what might they be thinking/saying.
- Regular pauses to allow for thinking time and questions to emerge.
- Discuss with support workers / key workers how to approach their pupil's questions during a PSHE lesson.



You do not have to be the expert! 'Park it', check with colleague; how you might answer appropriately?

Rehearse or think through possible questions you might get beforehand

Does it need a small group or individual answer?

Clarify the question before you respond

'What makes you ask that?'



# Protect pupils with vulnerabilities

- Ensure pupils know what topics are coming up ahead of time
- Check for relevancy and potential impact
- Engage with parents and carers
- Talk to the pupil, pastoral and support staff
- Offer exit passes where appropriate





# Keep the focus positive

- Avoid unintentionally scaring pupils
- Empower pupils with confidence to recognise unfair behaviour, stand up to it or seek help as appropriate.
- Balance concerns about vulnerabilities with models of positive experiences.
- Be appropriately ambitious and hopeful for pupils' future lives – in their relationships, independent living, careers, family etc.
- Focus on what pupils can do now for themselves.

# Avoid giving instruction on risky behaviours

“If you put your hand near the flame, it will feel very hot.”



“Your local shop may sell vapes but you should never buy them or get someone else to buy them for you.”



# Signpost support

How can I communicate that I need help?



Who or what can help me with this?

What do I do if I get ignored or am not believed?

What will happen next if I tell someone?

# Assessing learning and demonstrating progress





# Assessing PSHE education

## Assessment

- Looks at the **learning**
- Measures progress
- Is the use of activities to gauge what has been learnt and what needs to be learnt



## Evaluation

- Looks at the **experience**
- Considers how effective activities, approaches and materials have been in achieving the learning objectives





# Breakout room 3

- How can we assess progress in PSHE?
- What are the challenges you experience with assessment?
- Have you found any strategies to overcome these?
- How do you record and celebrate pupils' learning and successes?





# Assessment for pupils with SEND

## Baseline assessment:

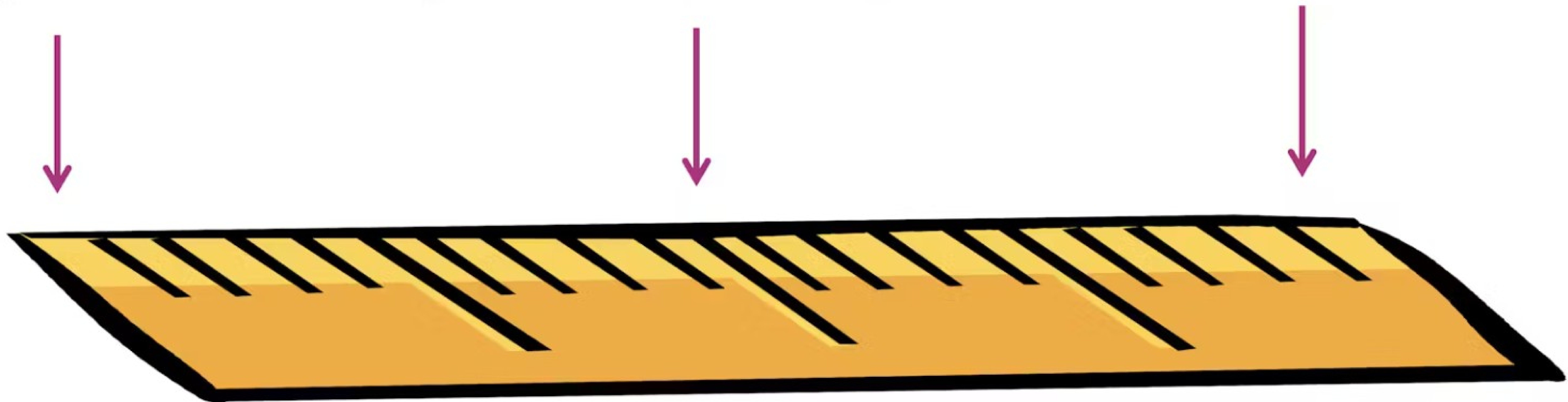
Establish starting point

## Observe learning activities:

Matching, sequencing, keyword recognition, ordering/sorting, questioning, feelings cards

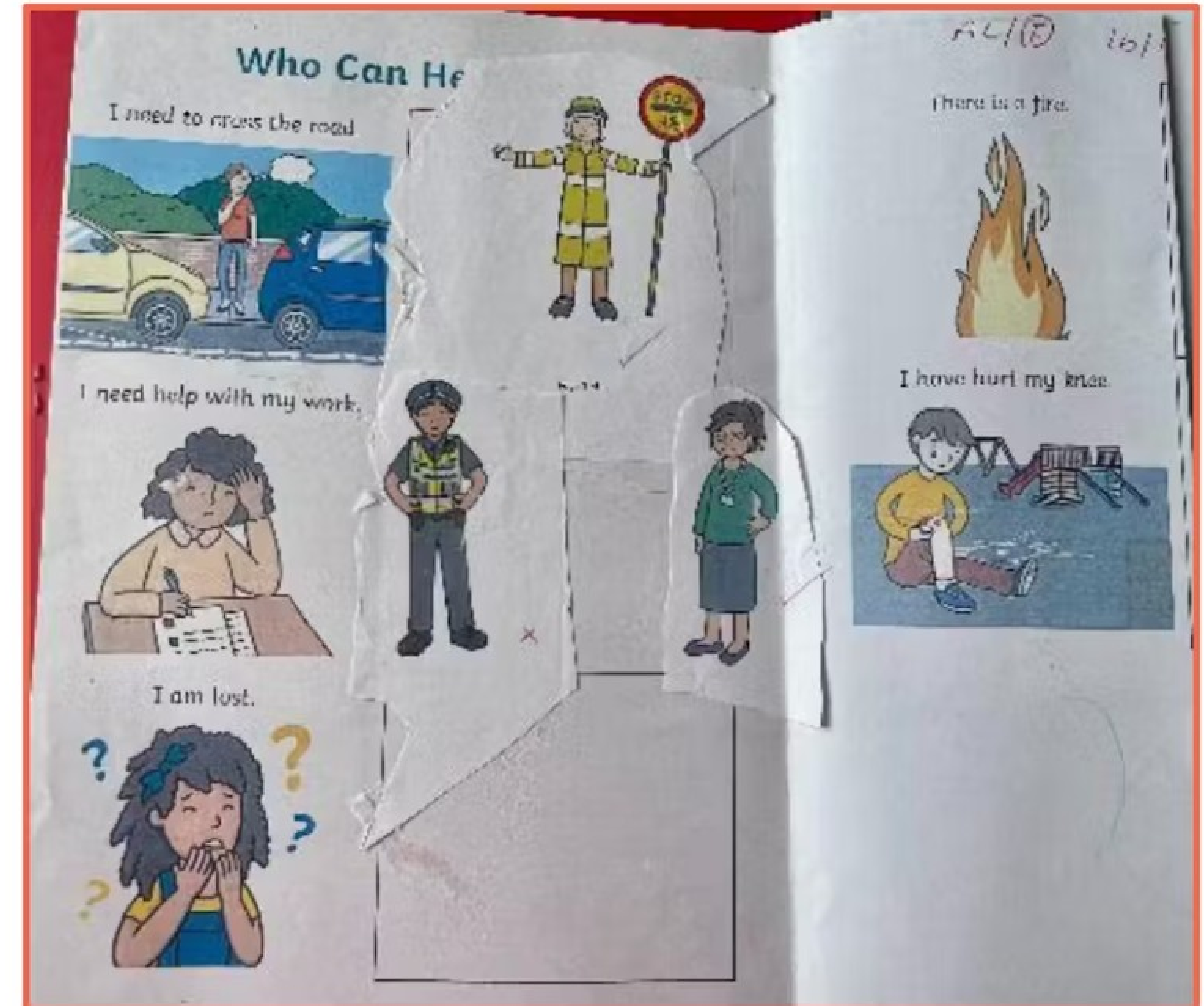
## Endpoint assessment:

What has been learned, understood, what skill applied?



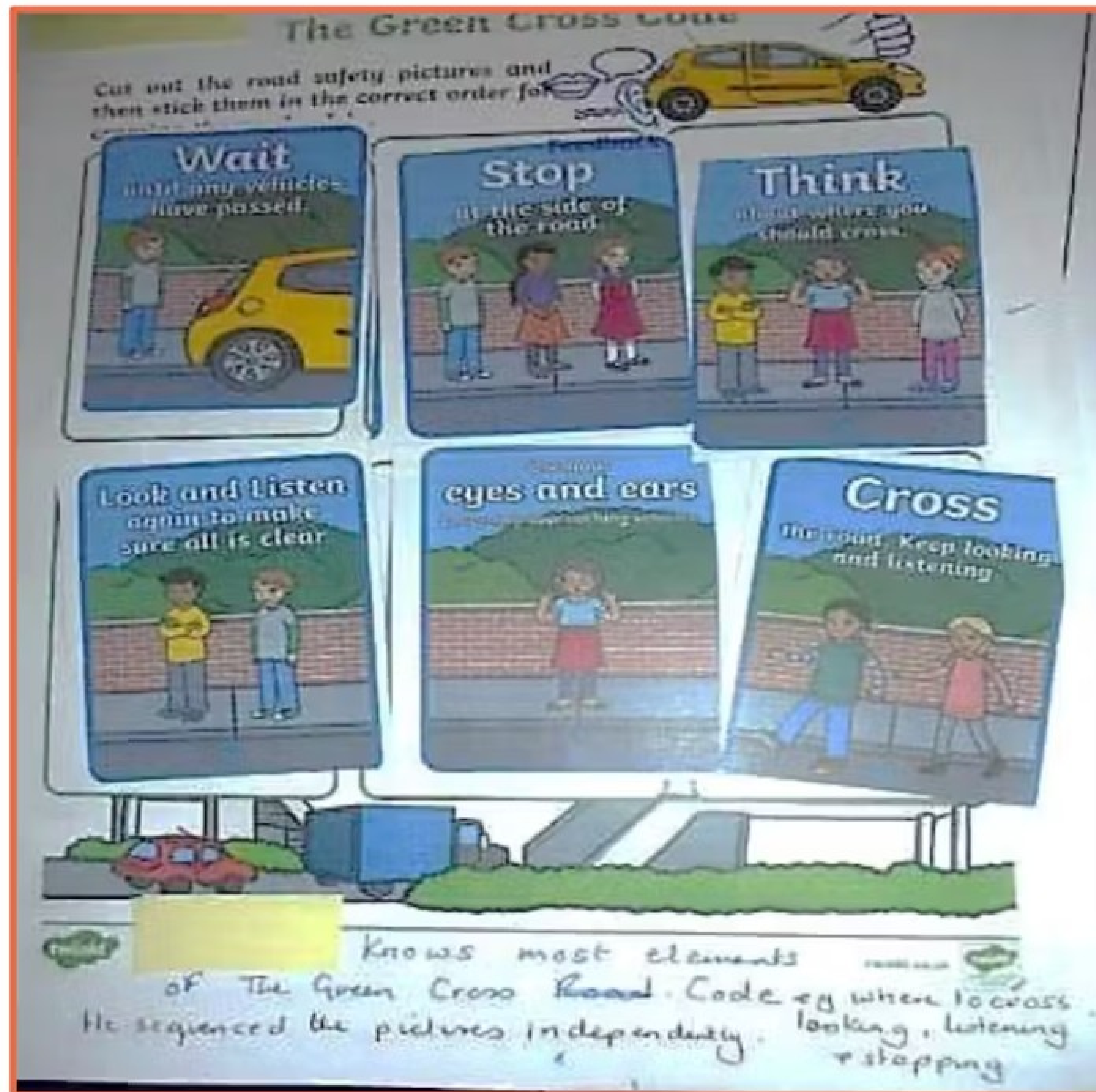
# Baseline assessment activities

- Explain to your best friend/ an alien
- Look and point/nod/blink
- Simple quiz or recognition game
- Key question
- Mind-map, brainstorm, graffiti wall
- Draw and write/talk
- Picture stimulus
- Discussion with supporting adult
- Sorting activities





# Endpoint assessment activities



- Revisit baseline assessment activity
  - Cloze procedure with widgets
  - Role play or storyboard
  - Leaflet or poster display
  - Simple quiz or consolidating game
  - Observation by staff or discussion
  - I can statements...
- (What I know, can do, can use now)



# Baseline to endpoint assessment

**Baseline:** Pupils organised toy food into 'eat often' and 'eat less' groups.

**Endpoint:** Pupils organised the food again and chose to place some food in between the 'eat often' and 'eat less' groups.

They then designed their own healthy balanced meal.

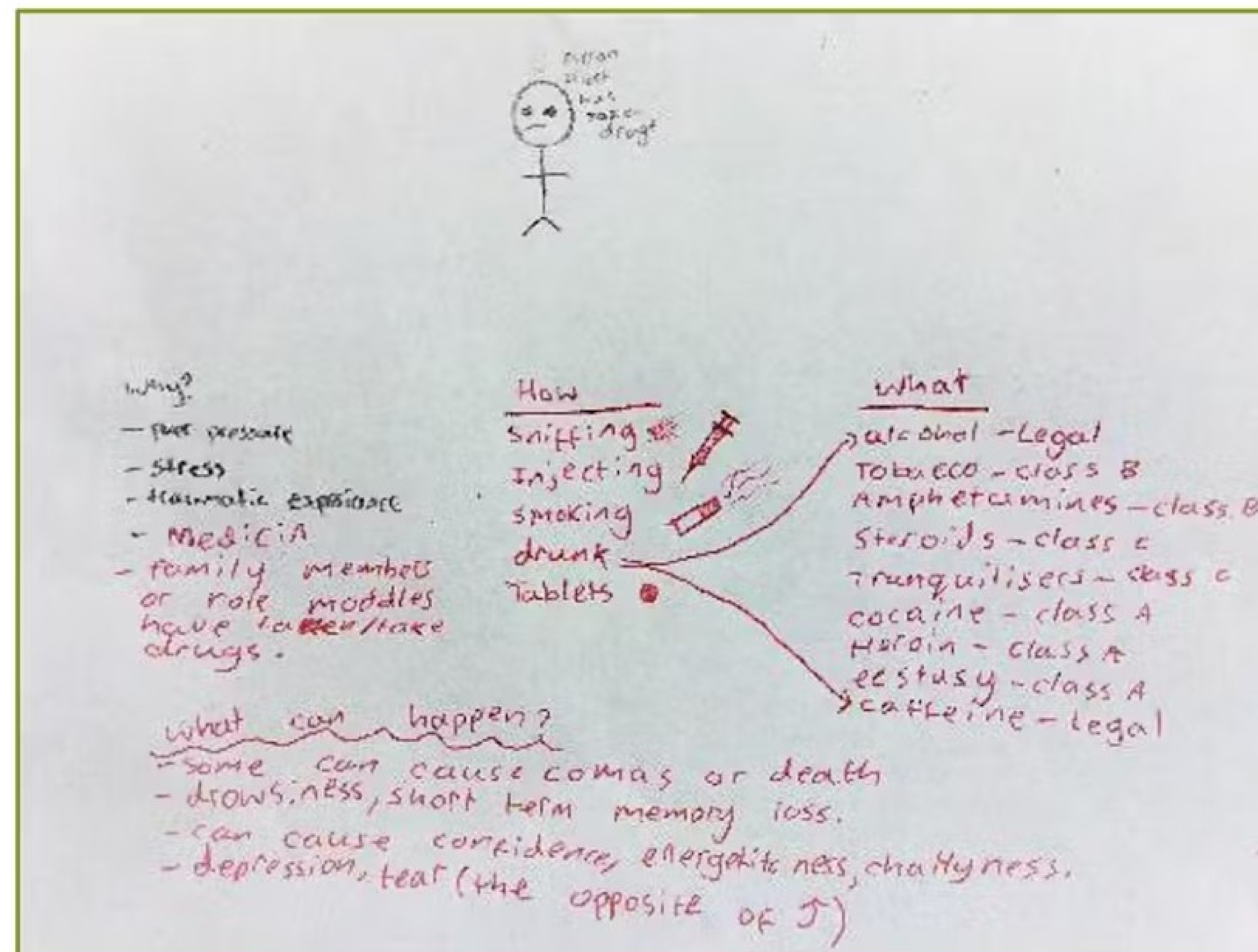
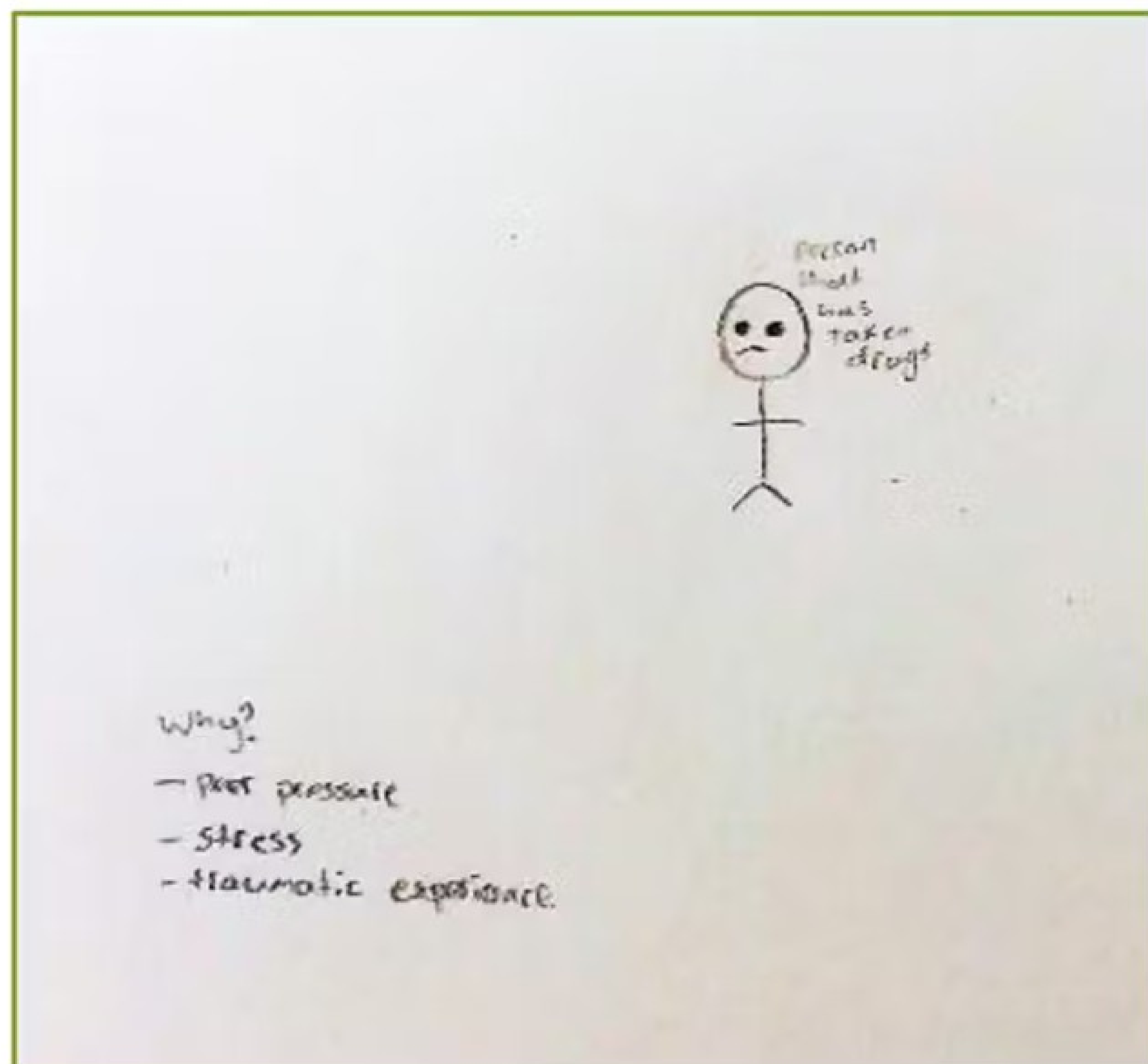




# Baseline to endpoint assessment

**Baseline:** Draw and write about someone who uses drugs.

**Endpoint:** Revisit initial ideas in a different colour pen





# Using the framework to assess progress

- Decide on which section to focus on for each topic: **Self-Awareness; Self-Care; Support and Safety; Managing Feelings; Changing and Growing; Healthy Lifestyles; The World I Live In.**
- Identify a starting place for your class or individual pupils
- Consider progression of learning – this might be across one or two of the six stages – set an approach that works for your class

Healthy Lifestyles – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
HL4 – Healthy eating	Respond to stimuli about different kinds of food and drinks.	Identify our favourite foods and drinks.	Describe our favourite foods and drinks, and give reasons for our choices.  Identify foods we can eat all the time which are good for us.  Identify foods that should only be eaten occasionally.	Explain what we mean by a healthy, balanced diet.  Explain what makes some foods better for our health than others.	Describe some of the long term benefits of a healthy diet.  Explain some of the risks of consuming food and drinks with high sugar or caffeine content.	Explain some of the influences on our food choices and strategies for managing these influences.





# Demonstrating progress

## Learning outcome:

I know who keeps me safe

KS1-2: SELF-CARE, SUPPORT AND SAFETY  
**(Foundation)**

Pupil drew the different people they could think of who helped them keep safe. Revisited baseline at end of lesson to add anyone else they thought of.



# Demonstrating progress

## Learning outcome:

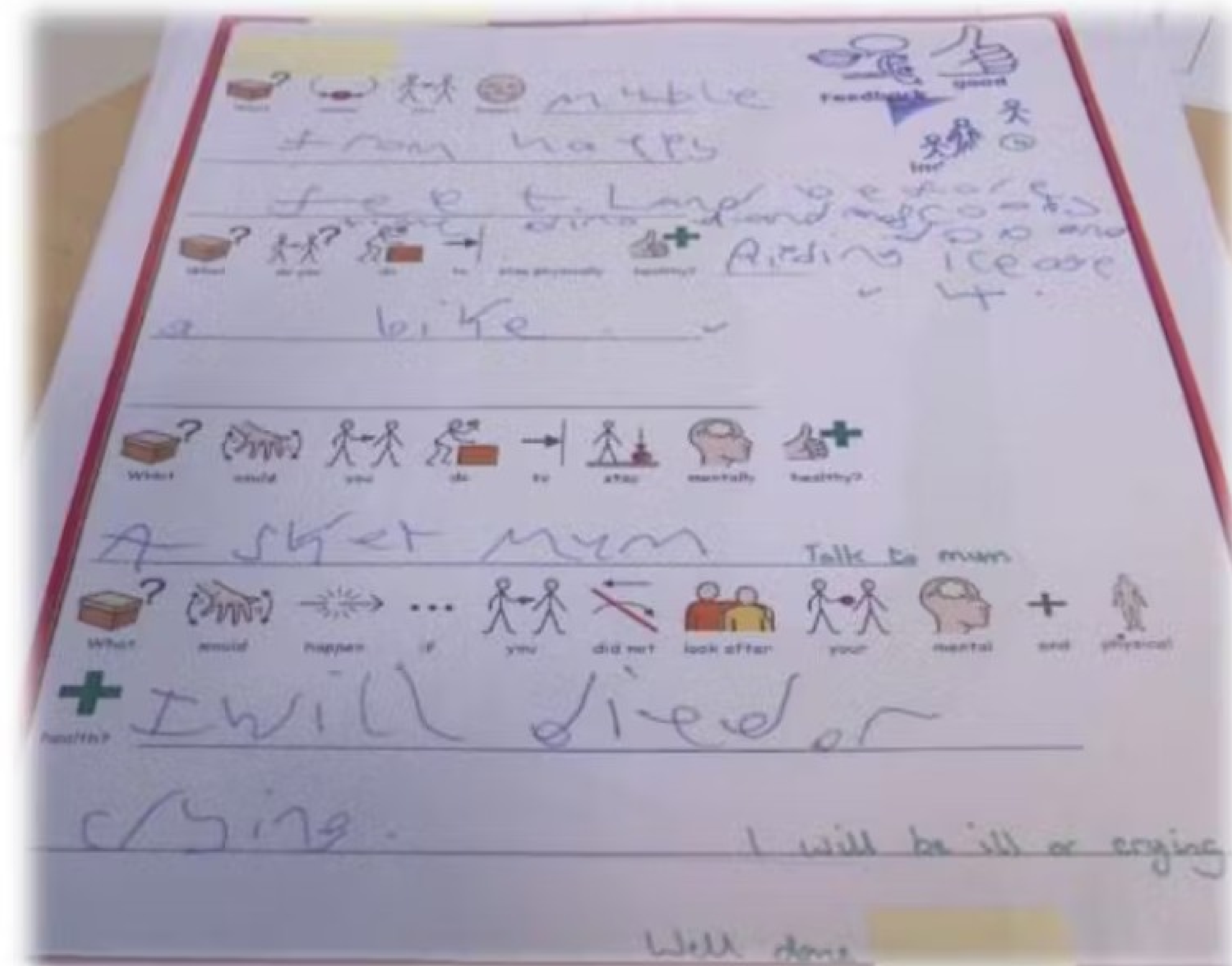
I can tell you what I do to look after my physical and mental health

Initial pupil conversation with adult about looking after my health.

End of lesson, pupil answers questions about health with visual prompts.

KS3-4:

SELF-CARE, SUPPORT AND SAFETY  
**(Development)**



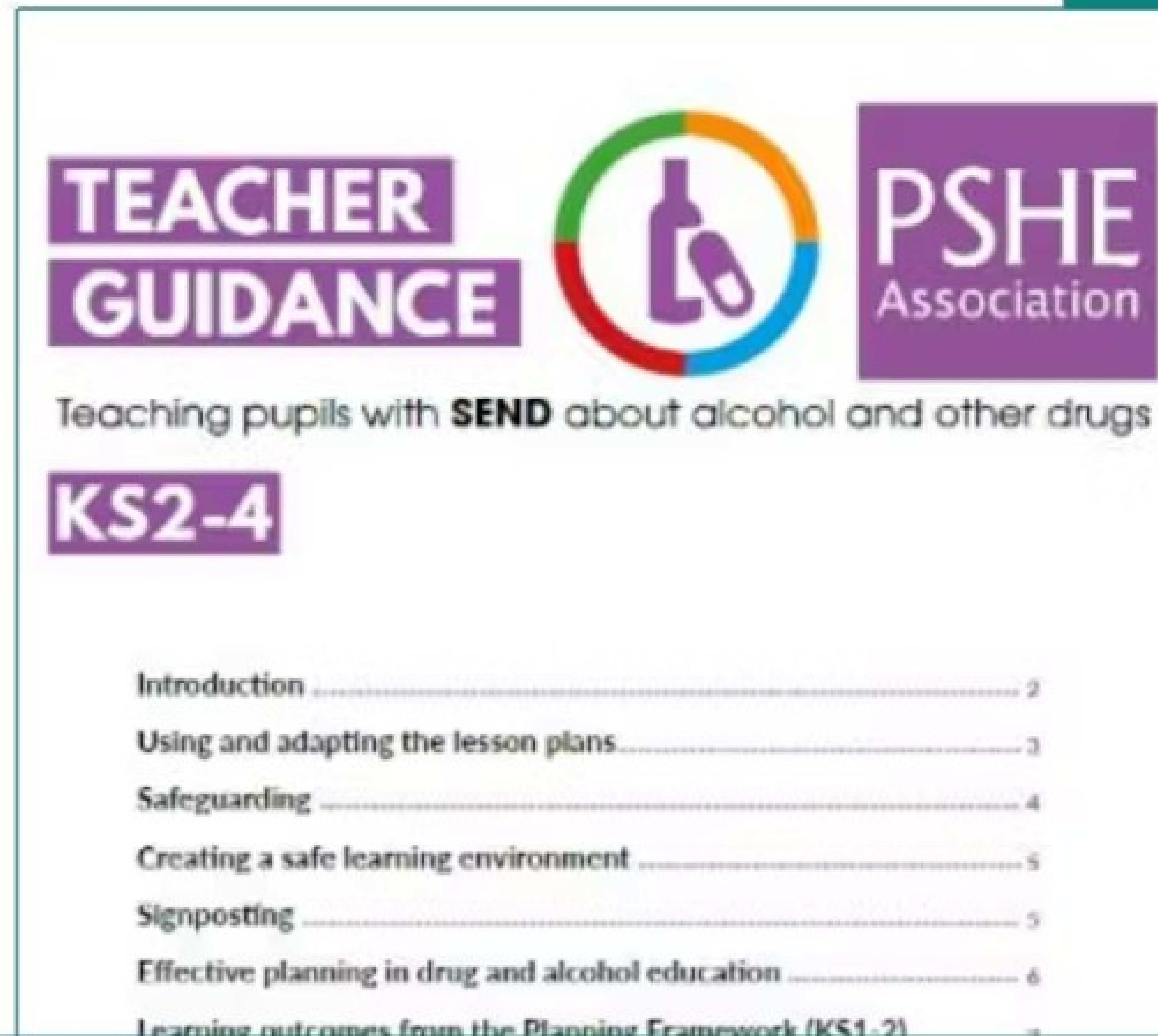


# How can we record progress?

- Independent responses to baseline and endpoint assessments
- Link to EHCP targets
- Creating photo evidence in the moment
- Creating video reels of pupils' successes
- Teacher observation notes
- Pupil voice or feedback
- Review against Planning Framework for pupils with SEND



# SEND specific resources



Drug and alcohol Ed  
KS 2-4



**Lesson 1:**  
**Substance use: risks and consequences**



NSPCC: Talk PANTS and  
Talk Relationships





NCA: Exploring cybercrime



CEOP: Connect



The Rez: Kind and unkind behaviours



# Concluding points on supporting inclusion and accessibility

- Establish ground rules and a safe learning environment that allows everyone to participate and respects everyone's input.
- Use talking stems, paired/small group discussions or other structured support to help pupils with SEND participate.
- Use clear, scientifically correct language, challenge slang terms and avoid euphemisms. Use visuals and games to reinforce key terms.
- Ensure examples, images and role models include young people with SEND.
- Use baseline assessments to gauge what pupils already know or can do; as well as identifying potential gaps or misconceptions.

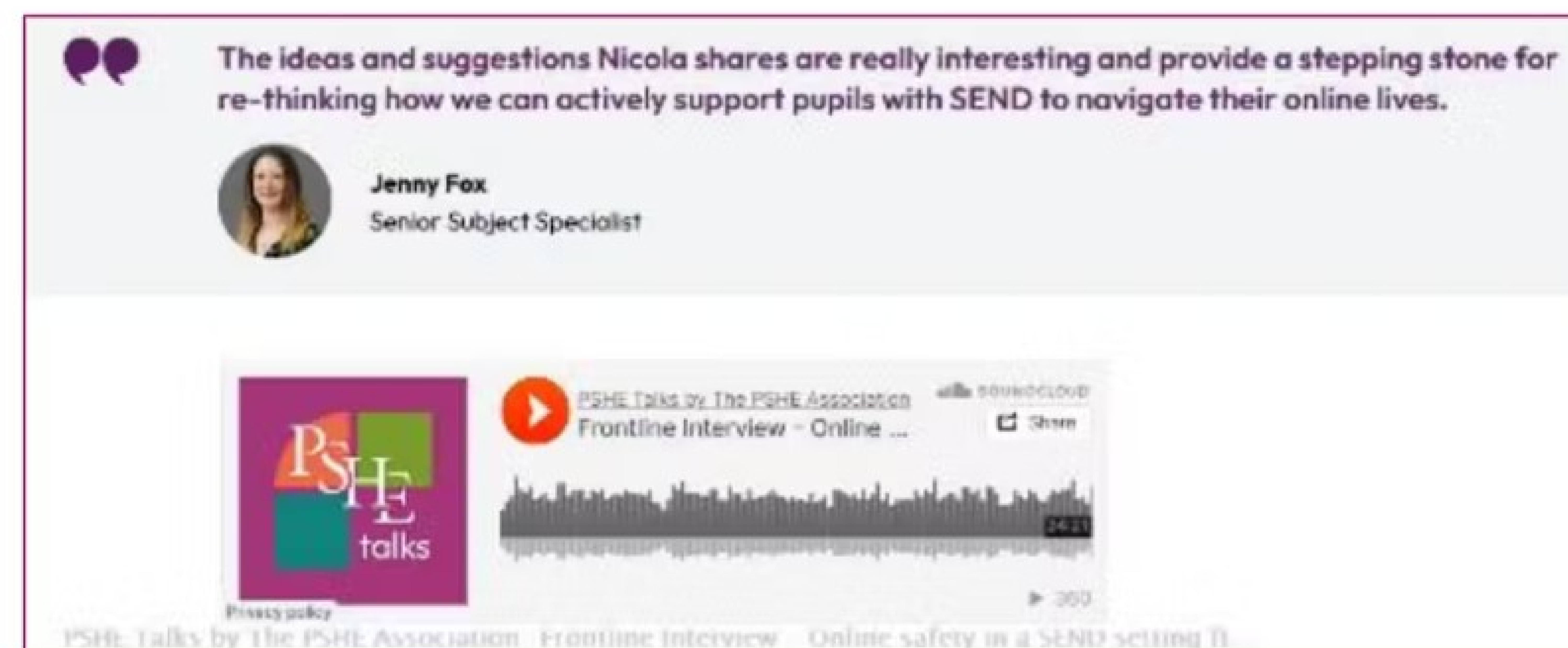




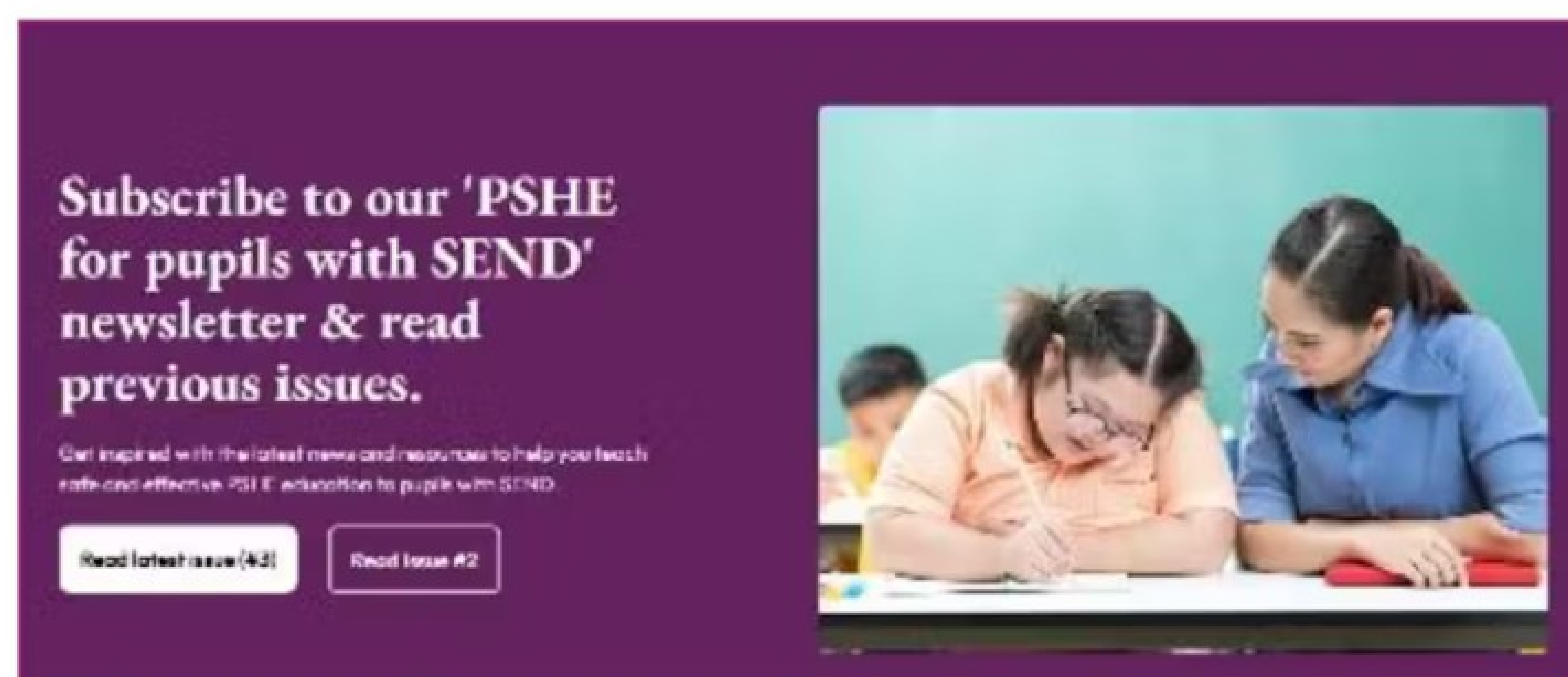
# We're here to help



Face to face training events



Podcast case studies with SEND specialists



SEND newsletter and dedicated webpage



Research and guidance







PSHE ASSOCIATION

SCHOOL PLUS

The **only** subscription you need to lead safe effective PSHE education in your school.

A new **on-demand** library of self-led interactive courses, webinars and practical explainer videos, as well as **exclusive live events**.

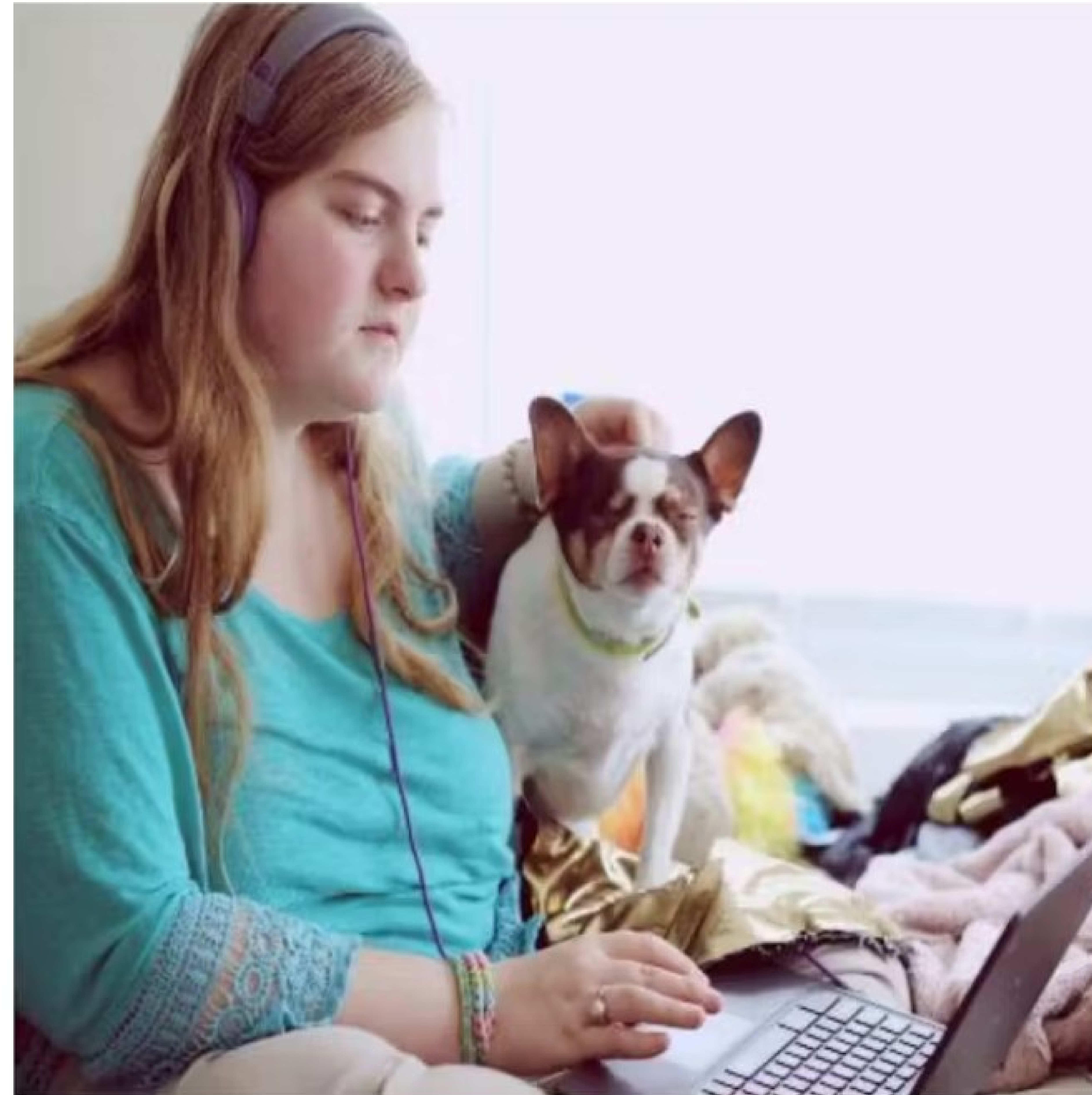
- Build confidence and practical skills across all areas of teaching and leading the subject.
- Easily track staff training progress and embed a joined-up approach to PSHE across your whole school.
- Stay at the forefront of PSHE education, ready to tackle new and emerging issues as they arise.

**Training you can trust for you and your team, from the official subject association for PSHE education.**

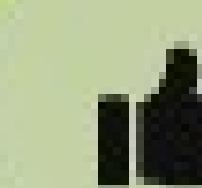


# Reflection time

What are your next steps to further develop your provision in PSHE education for pupils with SEND?



# Questions





# Evaluation

Please see link in chatbox or scan the QR code -



# Thank you for being here today!



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