



## Inclusion Support Strategies for the Curriculum – PSHE

Cognition and Learning	
Learning Challenge	Provision
Accessing written work	<ul style="list-style-type: none"> <li>• Dyslexia-friendly environment.</li> <li>• Scribing.</li> <li>• Use of technology.</li> <li>• Smart grouping: pairing with a more able writer.</li> <li>• Alternative methods of recording i.e., comic strip/picture – 1:1 support or small group support where necessary.</li> </ul>
Accessing and understanding emotional learning/empathy	<ul style="list-style-type: none"> <li>• Social stories.</li> <li>• Adult support as appropriate for individual child.</li> </ul>
Accessing social concepts	<ul style="list-style-type: none"> <li>• Social stories.</li> <li>• Increased discussion time around different themes.</li> </ul>
Understanding health related aspects such as hygiene	<ul style="list-style-type: none"> <li>• Work closely with parents to consider the best ways to tackle more sensitive themes.</li> <li>• Provide practical experiences of how to clean teeth etc.</li> </ul>
Understanding SRE	<ul style="list-style-type: none"> <li>• Work closely with parents.</li> <li>• If appropriate start the RSE learning at a younger year group.</li> </ul>

Communication and Interaction	
Learning Challenge	Provision
Understanding new topic vocabulary	<ul style="list-style-type: none"> <li>• Pre-teaching of new vocabulary prior to lesson.</li> <li>• Send vocabulary word mats home before the topic begins.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> </ul>
Understanding tasks involving emotions, such as empathy, or understanding differences	<ul style="list-style-type: none"> <li>• Provide continuous/ongoing work throughout the year about recognising emotions.</li> <li>• Talk explicitly about differences.</li> </ul>
Not understanding social situations	<ul style="list-style-type: none"> <li>• Use of social stories as and when challenging situations arise.</li> </ul>

Social, Emotional, Mental Health	
Learning Challenge	Provision
Anxiety towards new or sensitive themes	<ul style="list-style-type: none"> <li>• Working in small groups with a trusted adult for emotional support.</li> <li>• Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme.</li> </ul>



	<ul style="list-style-type: none"> <li>• Introduce new challenging concepts/themes in advance to prepare children fully.</li> <li>• Good lines of communication with parents.</li> </ul>
Difficulties understanding social concepts	<ul style="list-style-type: none"> <li>• Social stories and clear explanations from trusted adults before new experience to explain what will happen and provide opportunities for children to ask questions.</li> </ul>
Difficulties understanding own emotions/thoughts and contrasting with those of others	<ul style="list-style-type: none"> <li>• Opportunities to share their work in different ways, behind scenes, pre-recorded, quieter areas of school with their adults if they prefer.</li> <li>• Share signals for stopping etc. especially if the child is finding the content emotionally challenging.</li> </ul>

Sensory and Physical	
Learning Challenge	Provision
Accessing PSHE themes	<ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child i.e., enlarged sources/visuals/ICT.</li> </ul>
Sensory reactions to health-related learning such as hand washing, hygiene etc.	<ul style="list-style-type: none"> <li>• Support with group work to avoid conflict/sensory overload.</li> <li>• Provide advanced warning of challenging themes, activities, images, or videos.</li> </ul>
Group work. Over-stimulating content or challenging themes	<ul style="list-style-type: none"> <li>• Allow for movement or rest breaks if needed, especially if the child is finding the content difficult.</li> </ul>
Sensitive to noise	<ul style="list-style-type: none"> <li>• Access to ear defenders and/or safe space if necessary.</li> </ul>