

PSHE at Sir Alexander Fleming Primary School.

Planning Inclusive Lessons

At Sir Alexander Fleming, PSHE teaching and learning offers a progression of skills and includes opportunities to practise and enhance many fundamental skills including self-awareness, social skills, empathy, motivation and managing feelings. Lessons often include changes of tasks and transitions between discussions, reflections and team work . In order for PSHE education to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. Teachers consider factors that support each learner's needs and factors that may inhibit or prevent learning such as gaps in knowledge of vocabulary or processes and struggles to work co-operatively and communicate ideas with peers. Teachers are also mindful of how to balance adult support alongside opportunities for more independent or collaborative learning, ensuring tasks are scaffolded or broken down so they do not become overwhelming.



Creating an Inclusive Environment

Creating an Inclusive Environment, we ensure that all aspects of learners' involvement in PSHE education is as inclusive as possible. At Sir Alexander Fleming teachers consider the practical layout of the room and seating. Considerations are made to ensure the needs of all pupils are met, for example, children with a physical disability have appropriate space to work, children with more sensory needs have access to adapted visual or auditory aids and children with particular SEND needs are considered and supported particularly if lesson content may be triggering, upsetting or concepts of 'inferring feelings' is very difficult to understand. Although PSHE opportunities, such as discussion, role play and drama, lend themselves to groups, some learners benefit from working individually, with or without the support of an adult and/or ICT.

How do we support learners who struggle with attention?

Consider positioning of children to maximise engagement

Break lesson into manageable chunks

Allow movement breaks and time to self-regulate

How can I support learners who struggle with change and transition?

Establish routines and maintain these. For example, Jigsaw Charter to begin the session, followed by Calm Me, sharing learning intention

Share changes to routine in advance particularly if there are to be role play/drama activities which are more fluid in nature.

-Provide clear timings with resources to support visual timers on the board. This allows learners to expect the transition to the next stage of the lesson or task.

How do we support learners who struggle retain vocabulary?

Pre-teach vocabulary to identified children.

Discuss key PSHE vocabulary -

Display key vocabulary and meaning

Provide visual word banks

Teacher will consistently use
vocabulary during the sequence of lessons

How do we support learners who struggle to participate in social
situations?

Carefully consider the group the child is working in to ensure they feel
comfortable.

If performing or role-playing scenarios/freeze frames, allow more than one
group to perform simultaneously. -Assign specific roles to specific children in
the group to avoid confrontation

Teaching considerations

Early years

Children may feel shy sharing their ideas and opinions aloud in front of their peers so build in times for children to do this both to a partner and in a small group. - Inferring feelings can be difficult so use puppets to role play scenarios.

Key stage 1

Explore unfamiliar vocabulary thoroughly to aid understanding. - Consider ability to work efficiently in a group and scaffold and support as necessary.

Key stage 2

Consider carefully how to ensure children work co-operatively and productively during group work activities.
- Explore unfamiliar vocabulary thoroughly to aid understanding. - Ensure the children know the ground rules of not repeating lesson content to younger pupils if it is not 'age appropriate'.