



## Enabling and Adapting the PSHE and RSE Curriculum for SEND

At Collierley Nursery and Primary School, we are committed to making the PSHE (Personal, Social, Health, and Economic) and RSE (Relationships and Sex Education) curriculum accessible to all learners, including those with SEND. Our personalised approach includes the following strategies:

- ✓ **Pre-teaching of key vocabulary and concepts:** Introducing key terms and sensitive topics in advance to ensure familiarity and understanding, especially for learners with communication difficulties.
- ✓ **Use of visual supports:** Incorporating visual aids such as diagrams, symbols, and social stories to help clarify abstract concepts, emotions, and relationship dynamics.
- ✓ **Clear, consistent language:** Using simple, clear, and unambiguous language to explain topics, ensuring all learners understand complex ideas, such as consent, boundaries, and emotions.
- ✓ **Social stories and role-play:** Using social stories, scenarios, and role-playing to help SEND pupil understand relationships, emotions, and social situations, building confidence in handling real-life experiences.
- ✓ **Personalised resources:** Providing personalised visual aids, emotion cards, or vocabulary mats to support understanding of feelings, relationships, and social interactions.
- ✓ **Regular opportunities for discussion and reflection:** Allowing additional time for pupil to discuss and process sensitive topics in a safe and supportive environment.
- ✓ **Therapeutic classroom environment:** Creating a calm and supportive space where pupil feel comfortable discussing personal and sometimes challenging topics without feeling overwhelmed.

- ✓ **Use of sentence stems:** Providing sentence stems or templates to support SEND learners in expressing their thoughts, feelings, and opinions during discussions or written work.
- ✓ **Opportunities for over learning and repetition:** Revisiting key topics regularly to reinforce understanding and help pupil retain important concepts, such as healthy relationships, personal safety, and emotional regulation.
- ✓ **Flexible groupings and peer support:** Pairing pupil with peers in mixed-ability or flexible groupings to foster social skills development and peer learning in a supportive context.
- ✓ **Differentiated resources:** Adapting written resources (e.g., larger font, simplified language) to support learners with specific needs such as dyslexia or visual impairments.
- ✓ **Modelled 'thinking aloud':** Demonstrating how to approach sensitive issues and decision-making processes by modelling thought processes aloud, giving pupil a clear example of how to handle challenges in relationships or emotional situations.
- ✓ **Use of sensory materials:** Incorporating sensory tools and resources, such as fidget toys, to help pupil self-regulate during lessons on emotions, relationships, or well-being.
- ✓ **Adaptations for communication needs:** Ensuring non-verbal pupil or those with communication challenges can participate through alternative methods such as communication boards, assistive technology, or gesture-based tools.
- ✓ **Use of visual schedules and clear lesson structures:** Providing a clear, structured lesson plan with visual timetables to support pupil in understanding the flow of the lesson and knowing what to expect.
- ✓ **Scaffolded discussions:** Breaking down sensitive topics (e.g., puberty, personal safety) into smaller, more manageable parts, ensuring pupil feel supported and not overwhelmed.
- ✓ **Use of ICT and multimedia resources:** Integrating video clips, interactive online tools, and visual presentations to explain challenging concepts in PSHE and RSE, making the content more engaging and accessible.
- ✓ **Building real-life connections:** Making abstract concepts like friendship, personal safety, and emotional regulation concrete by using real-life examples and familiar scenarios.

✓ **Social skills groups:** Offering small-group sessions focusing on developing social skills, emotional literacy, and appropriate behaviours in relationships, supported by trained staff.

✓ **Sensory regulation opportunities:** Providing breaks or quiet spaces where pupil can self-regulate if they feel overwhelmed during discussions of emotionally charged topics.

✓ **Explicit teaching of emotional regulation:** Using structured activities to teach pupil how to identify and manage their own emotions, cope with stress, and develop resilience.

By applying these strategies, we ensure that the PSHE and RSE curriculum is fully inclusive, supporting all pupil, including those with SEND, to develop essential life skills, confidence, and emotional well-being.