



PSHE (Personal, Social, Health & Economic)/RSE
(Relationships Education)
SEND (Special Educational Needs & Disabilities)/inclusion offer



- In keeping with Accessibility Planning PSHE & RSE planning aims to provide all children with full access to the curriculum, the physical environment and information. Additional or adapted resources are used where appropriate.
- Our school values of collaboration, effort, excellence and respect are woven through our curriculum, promoted for all children and support our culture of 'working together, nurturing excellence'. There is a strong ethos of support.
- The PSHE/RSE curriculum is fully inclusive and is offered to **all** children at Banks Lane Infant & Nursery School.
- Our curriculum is a spiral planned curriculum that allows for a **flexible approach to time** spent on units. Key themes are revisited. It may be appropriate to revisit PSHE/RSE themes and concepts more often with children with SEND children to support '**over learning**' and retention.
- The PSHE Association Education Planning Framework for Pupils with SEND is used as a tool for planning, resourcing and assessment.
- Our approach to the teaching of PSHE/ RSE is whole school, working continuously through informal and formal opportunities. All staff are actively involved in offering consistent messages, including lunchtime supervisors and teaching assistants.
- We know and understand our children well, enabling us to know when they are **ready for relevant content** to be delivered. **Separate small group/individual sessions** are used when appropriate to aid progression. For example, 'social masking' in larger groups is considered and small group alternatives are offered and talking mats are provided for children with social communication needs.
- '**Brain breaks**' are provided for all children, if required.
- **Inclusive language and resources** that are representative of a variety of SEND are used at all times. Language is direct and avoids euphemisms. New vocabulary is usually introduced in the form of 'vocabulary cards', supported with simple images to aid understanding and retention. Images will include those of all **protected characteristics**.
- **Termly well-being assessments** allow for swift intervention, informing circle time content and the formation of nurture groups.
- Content is often taught **through narrative and role play** to aid understanding . Characters will go through experiences rather than people that we know.
- **Social stories** are used to aid understanding of taught content.
- **Daily mindfulness** empowers our SEND children with the skills to look after their own mental health by increasing self-regulation and focus, improving academic performance and decreasing levels of stress.

