



# St Thomas of Canterbury Curriculum Inclusion Strategies



## PSHE

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> <li>- All adults understand their responsibility to deliver a high quality, age-appropriate and evidence-based curriculum for all our pupils.</li> <li>- All adults are aware of individual children’s barriers to learning and safeguarding matters, so content is delivered sensitively and meets the needs of all learners.</li> <li>- A quiet, calm and safe working environment to minimise distractions, boost participation and encourage flexible thinking.</li> <li>- Adaptive, responsive teaching e.g. knowing when certain skills may need to be practiced/revisited, vocabulary modelled and explained, real life examples given.</li> <li>- Lesson length capped at 30 minutes maximum to avoid cognitive overload and allow time for reflection on potentially triggering content.</li> <li>- Deploy all adults strategically, to achieve the best pupil outcomes.</li> <li>- Regular opportunities throughout the school day to recall content and how it links to everyday scenarios.</li> <li>- Adults use Blank Level Questioning, appropriate to each child.</li> <li>- Adults facilitate group work, provide in the moment feedback, to both support, and encourage pupils’ deeper thinking and understanding.</li> <li>- Plenty of speaking and listening opportunities for pupils to articulate their understanding of content covered, listen to their peers and question different viewpoints.</li> <li>- Provide extra time to allow children to process questions, think about other viewpoints and form a response.</li> <li>- Interactive activities, wherever possible, to expose children to different scenarios.</li> <li>- Visual and story aids to support children in understanding situations and emotions that may differ to their own.</li> <li>- Letters sent home to parents where appropriate prior to sensitive topics being taught in school.</li> </ul>
Early Years Foundation Stage PSHE is linked to PSED Development Matters area of learning.	<p><u>Within a lesson (Reception)</u></p> <p>At STOC we are using the award-winning global charity Think Equal’s evidence-based programme of learning for Early Childhood Education in Reception. Staff members must complete online training to be able to deliver these sessions in class. The programme supports children in managing emotions, building self-esteem, solving problems effectively, resolving conflicts peacefully, having empathy, making responsible decisions and maintaining healthy relationships.</p> <ul style="list-style-type: none"> <li>- Children will be supported by adults in small groups. <i>In Reception, children are grouped based on their speech and language abilities, as well as their SEMH needs.</i></li> <li>- A bank of fictional PSHE books are used to scaffold understanding as well as provide visual aids. <i>In Reception, the lesson content is based on a key book that focuses on a different skill/scenario/emotion/circumstance.</i></li> <li>- <i>In Reception, Think Equal lessons utilise a variety of learning styles such as discussion, artwork, songs, games and role-play.</i></li> </ul> <p><u>Within a lesson (Nursery)</u></p>

	<ul style="list-style-type: none"> <li>- Short input for lessons linked to common challenges for children. <i>In Nursery and Acorn, planning focuses on recent challenges children have faced such as building, friendship, sharing, kindness, etc.</i></li> <li>- Children will be supported by adults in small groups. <i>Children are grouped based on their speech and language abilities, as well as their SEMH needs.</i></li> </ul> <p><u>Within provision / learning environment</u></p> <ul style="list-style-type: none"> <li>- Adults model skills for play and relationship building. <i>In Nursery and Reception, role-play areas are updated each half term and play is modelled by adults before children begin exploring independently. It is then regularly monitored to encourage turn-taking, use of appropriate vocabulary and confidence with trying new things.</i></li> <li>- Visual aids for understanding emotions and coping strategies. <i>In Nursery and Acorn, emotion cards are attached to lanyards to support certain children in understanding their own emotions and how they impact others. In Reception, social stories are used where appropriate to encourage responsible decision-making and self—regulation. Across EYFS and Acorn, ‘The Colour Monster’ story is repeatedly referred to alongside concrete items to represent and aid the understanding of different emotions.</i></li> <li>- Adults to share real-life examples about dealing with challenges and intervene when appropriate to help children resolve conflict and discuss differences.</li> </ul> <p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> <li>- Resources shared with parents for use at home where appropriate, e.g. social stories, emotion charts.</li> </ul>
Key Stage 1 & 2	<p><u>Within STOC</u></p> <p>All learning content has been reviewed so that it is in accordance with the Church’s moral teaching to maintain the schools catholic ethos, acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.</p> <p><u>Within a lesson</u></p> <ul style="list-style-type: none"> <li>- Comic books, storyboards and case studies used as a stimulus to encourage discussion. <i>In Year 4, bullying scenarios are explored via case studies.</i></li> <li>- Adults regularly ‘checking in’ with pupils to ensure children with needs are still able to access learning alongside their peers and to know they have a safe space to share experiences.</li> <li>- Small group work, supported by an adult, to ensure maximum pupil participation. <i>Supporting pupils during the discussion element of lessons to encourage deeper thinking and understanding.</i></li> <li>- Allow time for children to share their response to posed questions with an adult/peer first, to give them the confidence to share with group/whole class. Adult to scaffold verbal responses if needed.</li> <li>- Peers/adults reading questions/information for pupils, if required. <i>At STOC, this may involve adults supporting pupils by defining vocabulary and giving real life examples.</i></li> <li>- Adults scribe for pupils, if writing is a barrier to learning, so PSHE can be the focus.</li> <li>- Careful grouping is encouraged- always use an empathetic, confident and articulate child to model answers and lead discussion.</li> <li>- Role play used to demonstrate appropriate and inappropriate behaviours. <i>In Year 6 as St Thomas of Canterbury, take part in making and changing rules, to recognise what is fair.</i></li> </ul>