RSHE Policy

Northway Community

Primary School

Approved by:	Mrs McKenzie	**Date:**	September 2026
Next Review:	September 2027		

Vision

At Northway, our Relationships, Sex and Health Education (RSHE) curriculum plays a vital role in preparing pupils for life in modern Britain. Through our curriculum, we actively promote the fundamental British Values. We are committed to developing respectful, responsible and compassionate citizens who understand their power and place within a diverse society. Central to our approach is the development of strong communication skills. We explicitly teach restorative and relational skills that enable children to build and maintain positive, healthy relationships, resolve conflict constructively and contribute positively to their communities. Through high-quality RSHE teaching, we equip pupils with the knowledge, skills and values they need to stay safe, thrive in their relationships and become confident, active members of society.

Oracy is the golden thread throughout our curriculum at Northway. Oracy underpins the development of RSHE skills and provides the foundation for successful lifelong learning. Within RSHE, we explicitly teach oracy to equip pupils with the skills to:

-Talk to understand and reason
-Talk to generate ideas and opinions
-Talk to influence
-Talk to challenge
-Talk to reach consensus/negotiate

This RSHE policy outlines our approach to **Relationships, Sex and Health Education (RSHE)**, in accordance with the **DfE statutory guidance (July 2025)**. It reflects our commitment to a whole school restorative approach, which supports respectful relationships, emotional literacy, and peaceful conflict resolution. This policy has been written by Mrs Harrison (RSHE leader) based on the DfE guidance for RSHE and in conjunction with other relevant statutory requirements as listed below. It has been approved by the Headteacher and the Governing Body and is reviewed on an annual basis.

RSHE at Northway teaches the fundamental building blocks and characteristics of positive, healthy relationships and lifestyles—with a focus on friendships, families, and interactions with others in both real-life and online contexts. Through this curriculum, pupils develop the knowledge and skills to build healthy, nurturing and respectful relationships, while also learning how to look after their mental and physical health and well-being.

Our RSHE curriculum is carefully sequenced and age-appropriate, equipping pupils with the knowledge and capability to care for themselves and access help when needed. Mental health and physical wellbeing are taught progressively, ensuring pupils are well prepared for the challenges of growing up in a modern, connected world.

Importantly, RSHE is not delivered in isolation. It is embedded across school life and reinforced through:

- **SMSC calendar events**
- **Social signature activities**
- **Whole school and class assemblies**
- **Restorative community circles**
- **Everyday teaching and behaviour management practices**

This integrated model ensures RSHE is lived, not just taught—deeply rooted in our school's ethos, values, and relationships.

Aims

Our RSHE curriculum aims to:

- Develop pupils' knowledge of safe, healthy and respectful relationships
- Promote physical, emotional and mental wellbeing, including resilience and self-respect
- Prepare pupils for life in modern Britain, online and offline
- Foster inclusion, empathy and a respect for diversity through the British Values
- Embed restorative approaches to resolve conflict, repair harm and build community
- Explicitly teach oracy skills to ensure children become confident communicators.

Statutory Requirements and Curriculum Content

We meet the statutory requirements by teaching:

Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety (including rail/water/road safety, and personal safety)
- Basic first aid
- Developing bodies

Science Curriculum:

- Human development and reproduction (statutory)

Non-Statutory Sex Education

In addition to the Science curriculum, Year 6 pupils receive age-appropriate sex education covering:

- Human reproduction
- Pregnancy and birth
- Consent and respectful relationships

Parents/carers have the right to withdraw their child from non-statutory sex education, but not from relationships or health education. Parents are informed of the content that is covered prior to the SE sessions being taught via a letter detailing the session content and a link to the video that will

be shown. Parents/carers are invited to discuss any queries or concerns with the relevant members of staff.

Teaching Approach

Our RSHE curriculum is delivered through:

- Weekly PSHE lessons using the 1Decision 'Comprehensive PSHE' programme, teacher planned sessions and PSHE Association resources
- Whole school assemblies and restorative circle times
- Responsive lessons on emerging topics
- A spiral curriculum from EYFS to Year 6
- A comprehensive SMSC calendar with events that develop each child's social signature
- Partnerships with parents and outside approved agencies (NSPCC, Active Sefton, The Gangs Man and The Ariel Trust)

We follow the **seven DfE principles**:

1. Pupil and parent engagement
2. Positivity
3. Carefully sequenced curriculum
4. Relevance
5. Skilled delivery
6. Parental transparency
7. Whole-school approach

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. At the start of the year, ground rules for discussion are agreed as a class and frequently referred to throughout the year. It will be a matter of common practice that:

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used by staff and pupils encouraged to also do so (at an age appropriate level- see PSHE vocabulary progression document)
- Sensitivity will be shown towards all, including those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other pupils

If a pupil asks a question, during a discussion, that seems too old for the pupil, is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Safeguarding Team, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed. If a member of staff is asked a question about a topic in sex education that the school does not cover in their planned curriculum or that relates to sex education from which the child has been withdrawn from, the member of staff will explain that they are unable to answer the question immediately and they will seek guidance from SLT. The child will receive an appropriate response in a timely manner.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, staff at Northway recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers work closely with our planned curriculum and aim to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Harmful Sexual Behaviour:

The school has a zero-tolerance approach to sexual violence and sexual harassment between children and staff maintain the attitude **'it could happen here'.** As a result, educating the whole school around respectful behaviour and consent is paramount. Children are empowered and confident to report any concerns to adults in school. RSHE lessons ensure all pupils have a thorough understanding of:

Healthy and Unhealthy Relationships
Consent
Language
Banter and Harassment
Respect
Online Abuse
Online Safety
How and who to report concerns too

Learning outcomes

We have a full and comprehensive curriculum that covers all of the statutory guidance set out by the DfE.

Relationships education: content to be covered by the end of primary

Families and people who care for me Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending

to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for Science. The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We cover human reproduction in the Science curriculum, in line with the factual description of conception in the science curriculum.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

2. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
3. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
4. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Planning

Our PSHE and RSHE curriculum is delivered over a two-year rolling cycle, tailored to the needs of our mixed-age classes. The curriculum is flexible, responsive to pupil need, and able to address emerging or topical issues as they arise.

We use the '1Decision' online programme to deliver high-quality, interactive lessons based on real-life decisions children may face. Teachers also adapt and supplement lessons to reflect the unique needs and contexts of their class and our whole school setting. Where possible, staff incorporate quality-assured resources from the PSHE Association when planning their own sessions. Every session and intended outcome is stated on the medium term plan that has been created by Mrs Harrison.

Spiral Curriculum Structure

The same core themes are explored school-wide each term to enable a spiral curriculum. Key concepts are revisited and built upon progressively:

- **Autumn Term**: *Relationships*, with links to *Feelings and Emotions*, and in KS2, *Growing and Changing*
- **Spring Term**: *Keeping and Staying Safe and Healthy*
- **Summer Term**: *Living in the Wider World*

Each theme supports children to:

- Recognise when they need support in a range of contexts
- Make informed decisions about what is acceptable/unacceptable
- Look after their physical and mental wellbeing
- Know who they can turn to for help and support

Whole School Integration

RSHE is not confined to classroom lessons. It is integrated into:

- **Weekly restorative circles**
- **Whole-school assemblies**
- **Class discussions and circle times**
- **School council and SMSC calendar events**
- **Staff-student interactions and school culture**

British Values and the protected characteristics are embedded into planning and revisited continuously through explicit teaching and implicit modelling. Our RSHE curriculum is aligned with our core school values: **courage, honesty, perseverance, aspiration, and resilience**.

Equality, Diversity and Local Context

Through inclusive language and planning, we ensure all pupils, from EYFS to Year 6, are supported to understand:

- **Fundamental British Values**
- **Diversity, equality and anti-discrimination**
- **Personal identity and respecting others**
- **The protected characteristics**

Local safeguarding priorities have shaped our curriculum planning. Teachers are trained to weave the following issues into lessons with care:

- Domestic abuse and the impact on child wellbeing
- Early education on the risks of low-level drug use
- Online safety, including risks of exposure to AI-generated content and inappropriate material
- Grooming and exploitation, including risks linked to gang culture

Phase-Specific Focus

EYFS
Children follow the PSED area of Development Matters and the EYFSP, learning to:

- Accept and embrace their identity
- Recognise, name, and manage feelings
- Develop empathy and cooperation
- Build secure, respectful relationships

Throughout EYFS, '**Breaking down early stereotypes**' is the theme that underpins discussions to promote diversity, equality and protected characteristics.

Key Stage One
Children learn to:

- Form healthy friendships and family relationships
- Understand and manage emotions
- Recognise unsafe or unkind behaviour
- Develop personal hygiene, healthy eating habits, and basic safety awareness
- Begin exploring rules, responsibility, and basic financial awareness

Throughout KS1, '**Challenging stereotypes and discrimination**' is the theme that underpins discussions to promote diversity, equality and protected characteristics.

Lower Key Stage Two (Years 3–4)
Focus areas include:

- Emotional literacy and recognising others' feelings
- Physical and emotional growth
- Peer pressure and developing independence
- Risk management and safety in wider environments
- Diversity, sustainability, and fairness

Throughout LKS2, '**Making and respecting personal choices**' is the theme that underpins discussions to promote diversity, equality and protected characteristics.

Upper Key Stage Two (Years 5–6)
Pupils explore:

- Consent and personal boundaries
- Puberty and preparation for adolescence
- Responding to peer influence, online harms, and misinformation
- Human rights, global citizenship, and ethical choices

Throughout UKS2, '**Self-identification**' is the theme that underpins discussions to promote diversity, equality and protected characteristics.

Restorative Practice

We are a restorative relational school. This means:

- We teach pupils how to repair relationships after conflict.
- We hold weekly restorative circles to build a school community that values and prioritises relationships.
- We hold restorative conversations to resolve issues.
- We use questioning to promote reflection:
    - **What happened?**
    - **Who was affected?**
    - **How can we make things right?**
- Staff are trained in de-escalation and restorative techniques.
- These approaches are modelled consistently and integrated into SMSC and RSHE teaching.

Inclusion and SEND

- Lessons are differentiated to meet the needs of all pupils.
- We reflect and respect diverse families and lived experiences.
- We do not present contested views (e.g., gender identity) as fact.
- RSHE is inclusive of pupils with SEND, and may be delivered 1:1 where needed.
- Explicit Oracy skills are taught across the curriculum to help ALL children to learn **TO** talk and learn **THROUGH** talk, *ensuring everyone develops their voice and every voice is heard.*

Parent/Carer Engagement and Right to Withdraw

At Northway we make the RSHE curriculum extremely easy to view and transparent to all parent/carers. We have an online parent/carer zone that breaks our curriculum content and materials down into a clear and succinct sections that are easy to view and understand.

We value the role of parents and carers by:

- Consulting them on RSHE policy
- Providing full transparency on curriculum content. Parent/carers can view lesson materials and curriculum for every year group content by accessing https://www.1decision.co.uk/comprehensive-pshe
- Curriculum content can be explained on request via the class teacher
- Providing clear information about SRE sessions and content prior to the delivery of the sessions
- Offering withdrawal from non-statutory sex education content (by written request to the Headteacher).

Parents cannot withdraw from statutory relationships or health education.

Staff Training and Responsibilities

- The PSHE/RSHE lead oversees curriculum planning, monitoring, and training.
- All staff receive regular CPD, including on:
    - Sensitive topics (consent, safe and healthy relationships)
    - Responding to disclosures
    - Teaching mental health safely

Monitoring, Review and Evaluation

- Pupil voice, CPOMS analysis, parent feedback, learning and environmental culture walks and lesson observations inform our evaluation.
- The RSHE lead works with SLT and governors to ensure quality and compliance.
- Policy and curriculum are reviewed annually.

Linked Policies

- Safeguarding and Child Protection Policy
- Inclusion, Relationships and Behaviour
- Anti-Bullying Policy
- Online Safety Policy
- Equality and Inclusion Policy

We have used the following documents to inform our policy...

- Education Act (1996)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Suicide prevention in England: 5-year cross sector strategy
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent school
- Inclusive Curriculum PSHE document

Northway Community Primary School
Inclusive Curriculum
Subject: PSHE

Barriers to PSHE	High Quality Teaching Strategies	Targeted support
• SEMH difficulties • SALT difficulties • Communication or understanding difficulties • Limited Vocabulary • Literacy difficulties (reading and writing) • Retaining information • Attention difficulties • Working collaboratively with others in oracy-based tasks • Using writing equipment effectively (including fine and gross motor difficulties)	• Oracy-led sessions including plenty of opportunities to discuss and internalise new concepts, strategies and approaches. • Clear ground rules for discussions are shared and upheld in PSHE to ensure respect. • Use a multi-sensory approach to teaching PSHE with videos, distanced learning based on real life scenarios, oracy-based activities, journaling, scenarios to work through. • Sufficient time to think, process, reflect and internalise new ideas or adapt existing ideas. • Use metacognition to model discussions/thinking processes. • Visuals to support teaching and learning. • Provide purposeful contexts for discussions.	• Pre-teach new vocabulary and key concepts that may link to emotions if the child has SEMH challenges. • Provide ample time to process and think (Nest) • Scaffold learning e.g. adult to scribe, provide sentence stems to aid discussion, make suggestions to prompt reflections. • Chunk new information into manageable sections to reduce cognitive overload • Pre-teach or consolidate 1.1 new vocabulary/concepts linked to emotions that may be challenging prior to starting a new topic. • Organised workstation • Movement breaks • Use visuals e.g. now and next, visual timetable • Simplify or reduce tasks whilst sticking to the main theme

	• Calm working environment free from distractions. • Carefully consider pairings of pupils and use preferential seating and groupings to engage learners, and support discussion-based tasks. • Teach new vocabulary explicitly within lessons. • Teach oracy skills explicitly within lessons to aid learning in PSHE. • Encourage journalling in written or picture form to prompt reflection and internalising new concepts or thinking.	• Consider adult support to consolidate learning at timely points during the lesson • Use positive role models when pairing or grouping pupils • Consider alternative methods of recording e.g. drawing/ talking/ scribes/ use of a laptop/electronic device