



SEND in RSE

What is in place for teaching RSE to children with SEND so they can shine as lights in the world.

| Cognition and Learning | | Communication and Interaction | |
|--|---|---|--|
| Subject Challenges for SEND | Provision for SEND | Subject Challenges for SEND | Provision for SEND |
| <ul style="list-style-type: none"> Ability of children to access learning of their year group. Gaps in knowledge and understanding. Accessing learning due to poor literacy skills. | <p>Using stories to understand different contexts.</p> <p>1:1 or small group support.</p> <p>Age-appropriate content for all children in the class – adaptive to individual needs.</p> <p>Ensure previous years learning objectives are covered through retrieval /circle time.</p> <p>Key words displayed.</p> <p>Writing frames and stem sentences to support written work.</p> | <ul style="list-style-type: none"> RSE lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access. Those who struggle to process language may struggle in RSE lessons where there is lots of written or spoken language. | <p>Children to have a partner to practice answers with first.</p> <p>Provide children with opportunities to express their views or contribute to the discussion in different ways e.g., drawing, writing, recording answer on an iPad.</p> <p>Use of dual coding and visuals to support understanding.</p> <p>Scaffolding through careful questioning.</p> <p>Use of simple instructions.</p> <p>Careful and appropriate modelling to support understanding.</p> |



| Physical and sensory | | Social Emotional and Mental Health | |
|--|--|--|--|
| Subject Challenges for SEND | Provision for SEND | Subject Challenges for SEND | Provision for SEND |
| <ul style="list-style-type: none"> Children with visual impairment may not be able to access their learning or resources available. Recording information may be difficult. Accessibility to equipment or resources – physical disabilities | <ul style="list-style-type: none"> Consider seating plan. Provide alternative resources e.g., in large print. Use talk partners. Provide additional ways to record info (video/ICT etc). Working in mixed groups. Use of ICT to support access. Consider how children with support equipment e.g., walker can be part of physical lessons or Circle time seating. | <ul style="list-style-type: none"> Children may struggle to empathise with scenarios in RSE/show respect to others' views. Children with SEMH needs may struggle in RSE when they feel upset or frustrated etc. Children's mental health and wellbeing impacted by what is being discussed. | <ul style="list-style-type: none"> Use of stories. Feeling cards to support understanding of emotions. Opportunities to work in smaller groups. Establish clear routines/expectations/boundaries for the start and end of every RSE session – children know what to expect. Provide appropriate sensory resources so that children can access the lesson focus and have sensory breaks when required. Providing a safe space for the children within the lesson if needed. Pre-warn children of subjects which may be being talked about, so they are aware in advance. |

Non-negotiables that need to be in place in all lessons/classrooms when teaching RSE:

- 1. High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used-** dual coding, writing frames, word banks, learning walls etc.