## PSHE Provision Map

## Possible indicators

SEND targets suggest social / emotional need Struggling with social situations / applying learning to real situations

Termly assessments show child is not reaching expected standard

EHCP

SEN Support

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1-1 TA Support

External agency involvementHYMS, Primary Jigsaw

Use of Social Stories

Additional adult check ins

One page profile,

Personalised curriculum opportunities e.g. shopping

Additional pre / post teaching if related to SEND needs

Targeted questioning in lessons

Over-learning of key vocabulary, particularly that linked to safeguarding

Pre and post learning tasks used

Flexible approach to recording—photographs, mind-maps, adults as scribe, drawing and writing, Can do' approach for all children,

PSHE Circles lessons have consistent structure—Check in, mixer, main lesson,

energiser, check out

Spiral curriculum -topics repeated yearly group-Relationships,

Living in the Wider World, Health and Wellbeing

Ground rules stressed in lessons—no judgement, right to pass (not speak), listening to others, agree to disagree

Differentiation by support, task or outcome

Use of visual images to support learning as appropriate—for example, pictures to support emotions
Use of talking objects, lollipop sticks, targeted open questions. TA Support where appropriate

Vocabulary displayed and discussed in each lesson

Verbal praise, feedback recognises praise and effort,

Additional, reactive Circles used to discuss class issues.

Use of co-operative learning, DEAL when acting out scenarios and talk partners,

Concepts fundamental to other areas of the curriculum (growth mind-set, restorative approaches are

explicitly taught

Key life skills—risk management, friendships / relationships, managing money, keeping healthy are explicitly taught and discussed.



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Universal One