

### Our vision and rationale

It is our aim that at Oakley CE Junior school we should provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. At Oakley CE Junior School we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school through our Christian values of **courage** (enduring in our commitment to what is right and true), **respect** (valuing each other and celebrating our differences) and **grace** (displaying generosity and kindness-showing care for others).

At Oakley CE Junior school:

- we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.
- We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies.
- We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes.
- We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.
- We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health.
- We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils.
- At Oakley CE Junior School, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

### Inclusion

As teachers and educators, we need to be flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

Some pupils might need the following adaptations:

- words highlighted and given to them on their desk so they can refer to new vocabulary
- colour coding to support understanding e.g. red for friendships, blue for danger
- word mats available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues
- picture clues for scenarios to reduce text
- social stories used as support aid
- video clips to develop and reinforce discussions
- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapting the resources
- allowing the children the chance to record their understanding and ideas in a range of ways e.g. adults scribing for them, using ICT to record ideas, talking tins, recording their responses using the i-pad
- sentence starters to support children to record their work
- verbally giving the children a sentence starter for them to complete verbally
- modelling to the children how to answer and repeat responses
- tasks broken down into manageable chunks of learning
- teacher recording skills and processes in the classroom so children can make reference to them
- asking scaffolded questions to the children to develop input and involvement in discussions
- being aware that for some children they may not be developmentally aware of what is discussed and therefore further support and guidance will be needed

-Being aware that some children may feel overwhelmed with what is discussed and will need movement/wiggle breaks to support their needs more frequently

**All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed**