Avondale Primary School

High Quality Inclusive Teaching - PSHE Specific

1. Expectations and Values

High Quality Inclusive Teaching	PSHE Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• Build on prior learning and put new learning in familiar, relatable context – JIGSAW Spiral Curriculum – progressive • Avoid a culture of "right answers" to encourage open discussion and respect for different viewpoints – JIGSAW Charter • Teach pupils about rules, laws, and rights (British Values), including diversity and inclusivity (e.g., Paralympics example) – Celebrating Differences unit • Encourage self-awareness, responsibility, and reflection on actions and consequences – JIGSAW and behaviour Policy

2. Relationships and Behaviour

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• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning • Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Use circle approaches, role play, and paired/small group discussions to build social interaction. • Carefully consider groupings/pairings to ensure supportive environments. • Encourage pupils to take turns speaking, listen actively, and participate in discussions - JIGSAW Charter • Establish shared ground rules with pupils to support behaviour and participation. • Use pupil voice councils and provide alternative communication methods to involve all learners – School council, sports council, Eco warriors.

3. Learning Environment

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• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Ensure classroom and activity spaces are accessible for learners with sensory or physical needs. • Use well-lit environments, pastel colours, and labelled word mats for learners with visual difficulties. • Use ear defenders for learners with auditory sensitivities. • Allow movement for learners who find it difficult to sit still (role play, card sorting). • Prepare learners in advance for unfamiliar situations or off-timetable activities (photos, videos, artefacts).
4. Speech, Language and Communication	
High Quality Inclusive Teaching	**PSHE Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary • TAs used effectively to support questioning and explanations	• Pre-teach vocabulary with visual images, symbols, and social stories. • Repeat key vocabulary consistently and use clear, unambiguous language. • Use facial expression cards, comic strip cartoons, and visual aids to support understanding. • Provide stem sentences or sentence starters to support verbal and written responses. • Offer alternative recording methods (mind maps, storyboards, word processing, annotated diagrams).
5. Pedagogy	
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• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners	• Use multi-sensory approaches, drama, role-play, and practical activities to engage learners. • Adapt tasks to cognitive levels and ensure clear instructions are provided.

• Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement	• Scaffold learning so pupils understand expectations and can participate fully. • Model skills, encourage enquiry, and provide opportunities for repeated practice. • Provide concrete experiences (artefacts, touching/feeling materials) to support conceptual understanding.
6. Memory and Metacognition	
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• Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Revisit prior learning regularly so new knowledge builds on previous understanding. • Use visual supports, mind maps, and tables to help learners see patterns and make connections. • Check understanding by asking pupils to explain what they are doing or have learned. • Encourage reflection on experiences, actions, and learning outcomes.
7. Assessment, Planning and Teaching	
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• 'Next steps' derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe • Assessment used to inform scaffolds and adaptations	• Plan lessons that consider SEND and the individual needs of all pupils. • Break learning into smaller chunks for accessibility, particularly for RSE/legal requirements. • Provide scaffolds and resources in advance, e.g., social stories, pre-teaching vocabulary. • Allow flexibility in timing and practice for skills such as safety exercises.

	• Ensure all learners have opportunities to participate meaningfully (pupil voice, discussion, practical activities).
8. Literacy and Maths	
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• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Use tables, mind maps, diagrams, highlighting, and underlining to make content more accessible. • Reduce reliance on writing where appropriate and provide alternative methods (scribing, photographing, word processing). • Pre-teach vocabulary and ensure understanding of context-dependent meanings.
9. Scaffold, Adaptations and Supports	
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• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Use visual aids, symbols, artefacts, and social stories to support learners with SEND. • Provide alternative communication methods for pupil voice and discussion. • Adapt seating arrangements and groupings to maximise comfort and engagement. • Offer ear defenders, tactile materials, and sensory supports where needed. • Use labelled word mats, clear visual prompts, and accessible resources to reduce barriers.
10. Motivation, Recognition and Feedback	
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• Frequent praise linked to effort and success • Visual feedback systems to show understanding	• Give pupils roles and responsibilities in activities to boost self-confidence.

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• Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Encourage participation through turn-taking, speaking opportunities, and movement activities. • Allow learners to experience success through manageable steps and clear guidance. • Recognise understanding through multiple means (verbal explanation, diagrams, recordings, practical work).