REMOVING BARRIERS FROM THE PSHE CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: PSHE

Potential Barrier	Adaptations to Teaching
Difficulty with retaining vocabulary	• Use visual prompts to direct children • Give one or two instructions at a time. Represent each one on a finger • Build a subject specific vocabulary guide • Pre-teach key vocabulary, then ensure consistently used and embedded and applied Retrieval practice • Practical and hands on learning • Use voice recordings, photos, prepared grids etc as evidence of learning • Provide word banks that are accessible throughout the unit. • Encourage children to tick the words that they feel confident with to help target language that still needs support
Reading	• Reading with a peer who can read to them • Adapted text at their reading level so they can fluently read and retrieve information independently
Processing questions	• Given opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Working and long-term memory	• Reduce the amount of material to be remembered and repeat and display important information • Retrieval practice • Use of memory aids- posters, working wall, provocation areas, word banks • Mental processing and explanations of complex tasks and concepts are simplified Check in that the child/ren knows what to do • Now/ next/ sequencing boards to structure thinking for learning • Avoid cognitive overload and not rushing through content • Simple visuals that avoid cognitive overload
Attention and focusing	• Create a working classroom environment that is calm and simple. Eg clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Reduce cognitive overload and too much talk • Practical and engaging learning opportunities

Additional strategies

Working for independence	All pupils should be able to participate in classroom learning and activities. Plan for involvement by: • Providing plenty of opportunity for pupil participation • Carefully scaffold questions to build confidence • Ensure that you and other adults hold back, give thinking time, time to process and talk • Make explicit inks to previous learning • Ensure that pupils are familiar with a range of resources they need to use • Provide supportive handouts - Ensure individual is facing the board • Colourful Semantics