



Cornwall PSHE Curriculum

Module Three A

Ensuring PSHE is Inclusive

Aim

To provide teachers with an overview of the range of young people's needs to be considered when providing inclusive PSHE.

Learning Outcomes

By the end of the training participants will;

- Be able to describe ways in which the individual and social context of children and young people's lives indicate the need for inclusive PSHE
- Be able to describe the ways in which all aspects of school life impact on PSHE learning
- Recognise the relevance of a whole school approach to PSHE

Key messages

- The challenges young people face will vary over time and be different in different schools and communities
- There are some common issues which it is helpful to know and consider when we teach PSHE
- Issues do not affect young people equally and it is important (and required) that PSHE is inclusive and addresses the needs of all young people

Keeping up to date with key data

- Chimat Data
- Teenage Pregnancy Knowledge exchange
- SHEU
- AYPH Health updates
- CIOS JSNA and networks for key trends
- Healthy Schools and other updates from CIOS organisations



Ensuring the CIOS PSHE Curriculum Inclusive

The CIOS PSHE Curriculum

To support schools to deliver PSHE which meets the needs of all children and young people the CIOS PSHE Curriculum is underpinned and informed by

- Children's Rights
- Insights from neuroscience and child and adolescent development
- Understanding of the impact of adversity and trauma
- Inclusivity and the Equality Duty

Aspects of children's development

- Physical
- Sensory
- Cognitive
- Communication and language
- Personal, Social and Emotional
- Moral and Spiritual

Moral and spiritual development

- How to relate to others ethically, morally, culturally and humanely,
- Understanding values like honesty, respect
- Acquiring concepts such as right and wrong and taking responsibility for the consequences of one's actions

The Four Main Challenges of Adolescence

1. Becoming biologically and sexually mature
2. Developing personal identity
3. Developing intimate relationships with an appropriate peer
4. Establishing independence and autonomy in their real life context

Adolescent Development WHO

- There is no normal – adolescence is a unique experience influenced by the individual themselves and their life experiences and circumstances
- Challenging time for all young people
- More challenging for some

Rights to be upheld in PSHE

- Freedom of thought conscience and religion (14)
- Freedom of association (15)
- Education and healthcare of the highest standard (24 & 28)
- Protection from all forms of abuse and sexual exploitation (19 & 34)
- Access information in all its forms (17)
- To express views and be listened to (12 & 13)
- For disabled children to enjoy life and participate in society

Key Messages

- PSHE is more than a classroom subject as it touches essential aspects of a child's life and experience
- Young people come to PSHE lessons with their own individual knowledge, experience and values
- These are shaped by their stage of development, life experience and their wider family, social and cultural context
- PSHE informed by an understanding of children's and young people's needs and underpinned by rights has a key role to play in improving health outcomes for children and young people

Module 3 Ensuring PSHE is Inclusive

Equality Act Guidance for Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Schools Equality Duty Human Rights Commission

https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf

SHEU

<https://sheu.org.uk>

Cornwall JSNA

<https://www.cornwall.gov.uk/health-and-social-care/public-health-cornwall/joint-strategic-needs-assessment-jsna/>

Cornwall One Vision Partnership Plan

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/one-vision/one-vision-partnership-plan/>

AYPH Key data on young people's health

<https://www.youngpeopleshealth.org.uk/key-data-on-young-people>