



# Cornwall PSHE Curriculum

## Module Three B

### 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 live, including the experiences of adversity and trauma, 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



# Impact of Adversity and Trauma

# Adverse Childhood Experiences

Can be a single event, or prolonged threats to, and breaches of, a young person's safety, security, trust or bodily integrity.

These experiences directly affect the young person and their environment, and require significant social, emotional, neurobiological, psychological or behavioural adaptations which are children and young people's attempts to

Survive in  
their immediate  
environment

Find ways of mitigating or  
tolerating the adversity by  
using available resources

Establish a  
sense of safety  
or control

Make sense of  
the experiences  
they have had

# Adversity

- It is estimated that approximately 15% of children and young people will experience adversity.
- Adversity impacts on the immediate and long term health and wellbeing of children and their ability to learn

## HOW DOES IT IMPACT THE LIVES OF YOUNG PEOPLE?

ACEs impact a child's development, their relationships with others, and increase the risk of engaging in health-harming behaviours, and experiencing poorer mental and physical health outcomes in adulthood.



Compared with people with no ACEs, those with 4+ ACEs are:

**2x**

more likely to binge drink and have a poor diet



**3x**

more likely to be a current smoker



**4x**

more likely to have low levels of mental wellbeing & life satisfaction



**5x**

more likely to have had underage sex



**6x**

more likely to have an unplanned teenage pregnancy



**7x**

more likely to have been involved in violence



**11x**

more likely to have used illicit drugs



**11x**

more likely to have been incarcerated



# About Trauma

In trauma, thinking is hijacked by emotion.

Traumatic stress becomes toxic stress which negatively impacts on learning, behaviour and relationships.

The more trauma, the more behaviour and learning difficulties

Trauma informed approaches has the potential to improve the quality of care including education



## WHAT PROTECTS YOUNG PEOPLE FROM ACES?

Not all young people who face childhood adversity or trauma go on to develop a mental health problem.

There are personal, structural and environmental factors that can protect against adverse outcomes, as shown in the protection wheel opposite.



# Trauma Informed PSHE Curriculum

- Creating a safe learning environment for PSHE
- Recognising the importance and influence of the culture and environment of the whole school
- Link PSHE teaching to pastoral and student support
- Approaches to behavior expectations and management (See Module 5 Teaching PSHE)
- Prompts for sensitive topics and supporting responses from young people are included in lesson plans
- Variety of learning activities are included



# Equality and Inclusivity in PSHE

# School Duty: Equality Act 2010

## Protected characteristics

The Guidance reminds schools of their duty under the Equality Act to ensure no pupils experience discrimination or harassment.

Schools must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice.



# Implications for Teaching PSHE

- Create a safe learning environment in which pupils respect and support each other
- Teach about inclusivity as part of creating a safe learning environment
- Check out prior knowledge and experience
- Ensure the PSHE content is inclusive of and reflects all protected characteristics and other challenging life experiences
- Some young people will need safeguarding and/or therapeutic and practical support outside the classroom

# Key Messages

- Young people learn about about PSHE related topics from various sources: media, family, social media, school, their community, religion, culture as a result of the life circumstances and as a result their protected characteristics
- Young people might need to be supported to talk openly and appropriately about some of the more sensitive topics for example mental health and sex and relationships

# Key Messages

- They are often unaware of what they have they have received whilst these messages inform thoughts feelings and actions
- A positive whole school approach to PSHE improves outcomes
- To provide the best education for young people PSHE needs to provide building blocks of learning on key issues **and** be able to have the flexibility to respond to need.
- You can adapt the PSHE Curriculum to the needs of your school and your children

# Further information and support

- There will be a regular schedule of live Q and A sessions
- We will collect and share FAQ's
- Useful links are in the final slide of the teachers powerpoint of each module.

Dates and how to book Q&A Sessions along with the FAQ's can be found on the Healthy Schools website



# 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](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](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>