

# Differentiation guide for the Cornwall and Isles of Scilly PSHE Curriculum

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# Differentiation guide for the Cornwall and Isles of Scilly PSHE Curriculum

## Who is this guide for?

This guide is to help all staff involved in facilitating the delivery of the Cornwall and the Isles of Scilly PSHE curriculum. This could be teachers, cover supervisors, support staff, school nurses and youth workers. Some facilitators will already be familiar with the concept of differentiation and some will not, and this guide is designed to offer advice in order for all facilitators to feel confident in differentiating their delivery for different children and young people.

## Setting the scene for differentiation in PSHE.

Differentiation is the process facilitators use to ensure that the needs of individual students can be met through the content and delivery approach of lessons and interventions. Facilitators should anticipate the learning needs of students and tailor lessons to fit. The learning opportunities should be robust enough to challenge every student in the class, but not so challenging that students are feeling overwhelmed, frustrated and so disengage ([Teacher's Toolkit](#), 2018). By using a differentiated approach to learning, and providing opportunities for all students to both consolidate basic knowledge and be challenged, more students will find their needs met by the lessons. This doesn't mean that every student will experience learning gains.

***"Differentiation provides opportunities for learning gains, but it isn't guaranteed."***  
([Teacher's Toolkit](#), 2018).

Educational settings have a legal obligation to create content which meets different needs for individual learning. The Equality Act 2010 states that no one should be discriminated against based on a protected characteristic, which includes race, gender, sexual orientation and disability. The Department for Education has solidified this within the teaching of PSHE through the mandatory statutory guidance for delivering relationship and sex education in schools. The guidance is explicit about the need to make this education accessible for all pupils reflective of their individual needs and that content should be tailored to make it appropriate for those participating, stating the need for this to include those with SEND (Special Educational Needs and Disabilities). This delivery should sit alongside the Department for Education 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', which sets out guidance for all organisations who work with young people with a special educational need or disability. Cornwall and The Isles of Scilly has made a commitment, in line with the Department for Education guidance, to ensure all young people have the right to comprehensive and consistent PSHE.

It is therefore, vital for educational settings to think carefully about the needs of the young people they are working with and how PSHE content can be differentiated to meet their learning needs.

## Who do we differentiate for?

All children and young people should be offered multiple opportunities for learning gains. However, in practice, we will often identify certain groups to focus on in more detail for differentiation. This guide, and the lesson plans that it accompanies, does

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not aim to differentiate for every possible student need. Instead, we offer strategies for how to differentiate the lesson plans and/or cover sheet, with particular reference to Key Stage and setting. You may find it useful to consider these four groups when planning differentiation, regardless of educational setting:

- Children and Young People with Special Educational Needs and Disabilities.
- Children and Young People whose first language is not English.
- Children and Young People who require more stretch and challenge to participate to the best of their ability.
- Children and Young People who may require the lessons delivered as specialist and/or 1-2-1 interventions

The lesson plans and this guide will offer a selection of tools and strategies to be able to differentiate for these groups, but this is not intended to be a replacement for the specialist support or policies in place in your educational setting.

## What is differentiation in PSHE?

Personal, Social and Health Education “gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain” ([PSHE Association](#), 2020).

Whilst all children and young people have, in theory, equal access to PSHE through the school curriculum, in practice they will all have very different access to consolidation of this knowledge. Home life, family circumstance and opportunity to experience the world around them will all influence how children and young people understand and process the concepts they encounter in PSHE. In terms of differentiation, then, PSHE teachers should endeavour to provide enough learning opportunities for all children and young people to access the ‘key messages’ provided in each lesson. They should also consider where children and young people may show prior knowledge of a topic and need opportunity for stretch and challenge.

Differentiation in PSHE also needs to take into account the fact that the personal situation of each child and young person may be different at the time of teaching. For example, when covering topics surrounding sexual health in the secondary curriculum, some young people will find that topic relevant to their current life situation, whilst for some that lesson content may only become relevant to them in the future, or may not feel relevant to them at all. It is important to recognise this with the children and young people so that all feel that, however they are personally able to engage with the content during the lesson, they are not doing it ‘wrong’.

## Brook’s approach to differentiation and using this guide in relation to the Cornwall and Isles of Scilly PSHE Curriculum

Brook provides a range of relationships and health and wellbeing education and support for young people. The challenges young people face today are numerous, complex and fast moving. Our skills based teaching approach helps young people to develop important life skills, resilience and self-confidence to deal with these

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challenges. Our approach is underpinned by a holistic Personal and Social Development model, and our own education and wellbeing values. Brook wants to see a society where all children and young people can live happy and healthy lives.

Brook recognises that young people are facing an increasingly challenging world, where their lives are blended seamlessly between online and offline settings. We also recognise that young people come to education with their own challenges.

We envisage the resources provided within the Cornwall and Isle of Scilly (CIOS) PSHE curriculum to be adaptable for use with all children and young people. With this in mind, we have included strategies for differentiation on each lesson plan and/or cover sheet to allow you to see how each specific lesson may be tailored for children and young people. The differentiation suggestions have been structured into suggestions for 'consolidation' for those who need more time or support or absorb the 'key messages' and suggestions for 'extension' which are options for young people or groups who need further stretch and challenge.

To fully understanding what differentiation may need to take place to lessons for different learning needs it is important for facilitators to gauge the children and young people's starting points and potentially complete a form of baseline assessment. We would encourage always starting a lesson with an assessment gaging activity so facilitators can understand how to pitch the lesson content, what knowledge the children and young people bring to the lesson and if there are any misconceptions that need to be challenged. However, this can also be completed in a separate lesson or through creative approaches such as anonymous surveys, quizzes or discussions. This baseline assessment finding can also work as a way to listen to children and young people's opinions on what topics or subjects they would like to know more about. Gathering information from the wider staff teams about the needs of children and young people within your school community will also support the creation of relevant differentiated and appropriate PSHE education.

We hope that this guide helps you to feel equipped to deliver PSHE to all of the children and young people in your class. You can use the topic headings to gain more information on particular aspects of differentiation as well as reading the whole guide for a more comprehensive understanding of how to differentiate this curriculum. You may also want to share this guide as a training tool for staff assisting you in delivering this curriculum, for example: Learning Support Assistants, Pastoral Staff and Trainee Teachers.

## How to use Brook's 'key messages' for differentiation

Brook have designed this CloS PSHE curriculum to be as flexible as possible to allow you to tailor the lessons within it for your own school, class and individual settings. This being said, there are some elements of each lesson that we consider to be essential to meeting the learning outcomes of that lesson. These are communicated through the 'key messages' section on the cover sheet and/or lesson plan.

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In order to ensure that you are able to deliver these lessons to a wide range of children and young people, we have included 'ways to differentiation the resource' in each lesson plan and/or cover sheet. That will include ways that we suggest you can answer challenging questions that might arise and areas of nuance that we can offer that might need further clarification for young people with additional needs. We want you to be able to approach these lessons with confidence and feel equipped to meet any challenges that they will pose. The differentiation suggestions for each lesson plan and/or cover sheet, therefore, can offer an extra layer of understanding that will help you clarify the most important aspects of each topic for young people who need additional support in understanding them.

Many of the lessons dealing with healthy relationships are based on values. We recognise that each young person has their own set of values through which they will interpret these lessons. We also recognise the importance of providing a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives according to the guidelines from the PSHE Association. The 'key messages' included in each lesson plan and/or cover sheet offer an opportunity to do exactly that.

For each lesson plan and/or cover sheet, you will also find a value that we believe is core to the teaching of that lesson. The 'ways to differentiation the resource' suggestions will provide ways of explaining that value that are adaptable to young people with SEND – including the use of clear analogies and suggestions for social stories.

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## Primary

At primary level, we have tried to anticipate the challenges that children will face and offer strategies for differentiation that equip children with the knowledge, skills and values they will need as they progress through the new mandatory curriculum.

### Key Stage 1

Key Stage 1, for children aged 5-7, offers chances to develop children's understanding and curiosity in English, Maths and Science. PSHE should build on this, but it will be important to consider that not all children at this Key Stage will have had similar experiences prior to starting school. Health, pre-schooling experience and achievement of developmental milestones will all play a part in how children participate in the curriculum.

When differentiating for Key Stage 1, teachers should pay particular attention to the 'key messages' included in the lesson plan. It may help to divide these 'key messages' into smaller lessons in order to ensure the consolidation of key concepts. For example, teachers may choose to teach 'key messages' over five ten minute lessons rather than one fifty minute lesson in order to build clearly on each concept.

### Key Stage 2

Children in Key Stage 2 should be developing their understanding and building on their knowledge from Key Stage 1. During this period, children will develop differently. A variety of teaching strategies already cater to this – such as grouping children on tables in the classroom according to ability – that may enhance learning opportunities for all children. Teachers can use the 'key messages' to ensure all children are able to cement the key knowledge, and use the differentiation suggestions to challenge children who have already understood those concepts, and to provide further consolidation opportunities for those children who may need more time to process them.

### Approaches to differentiation

There are many approaches that can be taken toward differentiation. The nature of PSHE topics may require greater differentiation than in subjects where, for example, young people are maybe grouped according to ability in a particular subject. The following approaches can be used alone or in combination with each other to provide the best outcome for children.

#### Differentiation for developmental milestones

One of the key barriers to learning in PSHE at primary level will be developmental milestones and whether a child has achieved them at the expected age. For children who are not achieving the expected developmental milestones, teachers working on PSHE topics may wish to break the 'key messages' in to smaller lessons, and may wish to spend more than one lesson on each 'key message'. This will help the child to construct their understanding of the topic at a pace that suits them, and may also

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help to assist with any investigation from education or health professionals into the child's development.

## Differentiation for skills gaps – verbal communication, literacy skills

Some children may be able to understand considerably more than they can verbally communicate. In this instance, you may find the story based element of the lesson is appropriate, but you may wish to differentiate the checking of knowledge and understanding. This may include using nonverbal strategies of checking understanding (such as thumbs up). Teachers may also want to differentiate the literacy level of resources to ensure that the use of it provides an opportunity for learning for all children.

## Differentiated teaching – task, outcome

The curriculum is designed to be flexible. For primary, we provide a full lesson plan, but also a cover sheet which contains 'key messages', aims, outcomes and questions. This is designed to help facilitators deliver flexibly and to adapt to the needs of their groups. In terms of how to differentiate for young people with either Special Educational Needs or Disabilities or who are considered to be gifted and/or talented, these lesson plans can be used to differentiate:

- By task, where you may choose to change the method of delivery of the lesson. For example, you may decide to test some children's knowledge using a quiz, and some children's knowledge using a comprehension or writing task.
- By outcome – where you may decide to either limit the outcomes of the lesson to one key message or concept, or where you may choose to add a stretch outcome such as applying the knowledge they have learned to give advice to another child.

## A note on creating differentiated resources and keeping consistency of key message

The 'key messages' included in these lesson plans and/or cover sheets are designed to ensure that teachers are confident in the outcomes for each lesson. Where children struggle to understand these messages, teachers may need to simplify them even further. Brook would consider the following points to be important when simplifying messages.

- 'Key messages' should always be non-judgemental.
- The opinions of others should always be respected.
- Brook tries to include all groups within the language we use and, where possible, simplified messages should aim to uphold this.

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## Secondary

### Working with EHCP outcomes and support staff for differentiation

Young people with SEND who are in receipt of an Education, Health and Care Plan (EHCP) have annual targets set through collaboration between school, parents, the Local Authority and, in some cases, health professionals or social care. These outcomes are designed to ensure that the young person is able to achieve personally and socially, as well as academically. It would, therefore, be a positive and proactive approach to differentiate PSHE for a young person with an EHCP based on their EHCP outcomes. The way schools disseminate this information will vary, but teachers wishing to differentiate based on EHCP outcome should use the SEND register as their first port of call, taking advice from the school's SEND co-ordinator if necessary.

### Approaches for differentiation.

There are many approaches that can be taken toward differentiation. The nature of PSHE topics may require greater differentiation than in subjects where, for example, young people are maybe grouped according to ability in a particular subject. The following approaches can be used alone or in combination with each other to provide the best outcome for young people.

### Differentiation for developmental age vs chronological age

One of the main reasons you may find the need to differentiate the lessons included in these resources is the difference between a young person's developmental and chronological age. This may be a particular concern for settings using nurture groups, where young people may chronologically be taught as year seven, eight or nine but whose developmental age and understanding may be considerably lower.

In differentiating for this scenario, you have several options in how to differentiate the CIOS PSHE curriculum for students who have a lower developmental age than their chronological age:

1. Use resources on the same topic designed for a lower age group.

In this package of lesson plans and resources, you will find material suitable for children and young people from Key Stages one to five. Some topics included in Key Stages three to five may not be considered developmentally appropriate for the young people you teach (for example, a thirteen year old young person with a developmental age of seven). In these circumstances, you can use lesson plans devised for a child with a younger chronological age and adapt the delivery to include messages you feel are appropriate. An example of this may be choosing a session on personal safety designed for Key Stage Two children, but adapting the content to reflect the environment of a young person in Key Stage Three – for example, attending a large school, using public transport etc.

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## 2. Differentiate the language of the resource, but not the content.

You may find some situations where the topic covered for a group or young people is appropriate, but the young people you work with may be at a lower level of comprehension than that of their chronological age (for example, young people with reading ages significantly below their chronological age).

In this situation, you may find that you need to differentiate the language of the resource but not the content. You can use our 'key messages' for differentiation to understand the essential points of the lesson, and then use this to adapt the lesson plan to your own group.

## 3. Use teaching methods recommended for the developmental age of the young person.

You may find it useful to look at the resources designed for the developmental age of a child or young person and employ some of the recommended teaching methods for that age group. Examples of this could be teaching through story and using social stories and questions to cement knowledge.

### Differentiated teaching – task, outcome

In terms of how to differentiate for young people with either Special Educational Needs or Disabilities or who are considered to be gifted and/or talented, these lesson plans can be used to differentiate:

- By task, where you may choose to change the method of delivery of the lesson. For example, a lesson plan may call for a quiz to communicate some of the 'key messages'. To consolidate the learning for those who need more time and support instead you may choose to communicate these 'key messages' in a social story activity. If you need to extend this learning for those who need further challenge you ask the young person to suggest advice for a scenario, then ask how this learning could be shared throughout school. Whichever activity method you decide works best for the needs of the young person or group, the 'key messages' communicated should remain the same, with the option to simplify language as required.
- By outcome – where you may decide to either limit the outcomes of the lesson to one key message or concept, or where you may choose to add a stretch outcome.

### Differentiation/adaptation of these lessons plans for 1:1 or small group intervention delivery.

This curriculum is designed as a flexible curriculum, and teachers should feel able to use the suite of resources as they feel appropriate. Within this remit, for some young people it may feel more inclusive to use these lessons during 1:1 or small group intervention, for example for young people with social and communication difficulties or young people with extremely low literacy levels. In this case, activities requiring

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group work may be restructured. In delivering these resources to small groups or 1:1, the establishment of a safe learning environment and clear boundaries will be even more important, and time should be taken to remind young people of safeguarding procedures. The 'key messages' from the cover sheet can be used to adapt the lesson plan into activities more appropriate for a 1-2-1 intervention.

More information on differentiation for smaller or 1-2-1 interventions is explored further on in this guide.

## Differentiation for whole classes

It is to be expected that some teaching staff will be delivering to classes where there is a great demand for differentiation, and many young people in that class may require differentiated work. In these instances, teachers can pick and choose from the above differentiation strategies, consider the use of support staff and whether smaller group intervention may be appropriate, and differentiate by task to the group as a whole.

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## Further Education

Teaching in Further Education settings may vary widely in delivery method. For those colleagues in Sixth Form colleges, delivery may take the form of Personal Tutor sessions or be delivered through awareness days, whilst colleges offering a wider range of post-16 education may have different approaches with different groups.

The following is advice that is particularly relevant to young people with Special Educational Needs and Disabilities at post-16 level education.

### Tailored advice for preparing for adulthood

The national Preparing for Adulthood initiative aims to allow all young people with Special Educational Needs and Disabilities to be able to participate in society as adults. From age sixteen and above, outcomes relating to Preparing for Adulthood should be named in a young person's Education, Health and Care Plan. These outcomes can be linked to topics found in our curriculum, and could be delivered by key workers to ensure young people's participation in PSHE and their awareness of the Preparing for Adulthood outcomes in their Education, Health and Care plan.

### Adaptation for foundation/life skills departments

Some Further Education Settings will include Foundation or life skills departments aimed at young people with more complex Special Educational Needs and Disabilities. It may be useful to refer to the guidance contained in this document concerning differentiation where there is a difference between a young person's developmental and chronological age.

### Delivering PSHE in FE and differentiating for tutor groups

Where colleagues are delivering PSHE in tutor groups and time does not extend to that of a full lesson, the key messages included in each lesson plan and/or cover sheet will serve as a guide to what is considered the most essential information contained within each lesson. If delivering in shorter lessons, it may be prudent to break these lesson plans into a few 'key messages' per lesson to ensure each 'key message' is given sufficient time.

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## A note on specialist settings

For those of you working in Specialist Settings, we understand that you may need to tailor resources in a particular way to suit the needs and desired outcomes for your students. We appreciate that, as this guide is mainly aimed at our colleagues differentiating for children and young people attending mainstream schools, you may find that this guidance does not fully meet all the needs of your students. We hope that it will serve as a good starting point for differentiating these resources for use with SEND students and may assist with curriculum planning. You may also find that the guidance on matching Education, Health and Care plans and Preparing for Adulthood outcomes to this curriculum helpful.

We recognise that you know your students best, and we hope that this guidance will help you feel confident in using these resources with all students. The curriculum resources cover all Key Stages from years 1 to 13, and so facilitators may choose to look at the whole range of resources in order to select those that best help a young person prepare for adulthood and to produce a personalised curriculum for that young person.

## A note on speakers of English as an additional language

Just as with children and young people with SEND, there is no singular way to differentiate for children and young people whose first language is not English. Depending on the child or young person's understanding of English, more time may need to be spent on the context surrounding topics, particularly if life in the UK is new.

Assessing the young people's starting points through baseline assessments will be important when working with children and young people where English is not their first language in order to gauge the level of the differentiation required.

It may help for children and young people to use bi-lingual dictionaries to create a glossary of key terms or potentially use computers to look up words and terms. It may be appropriate to divide lessons into smaller sections to allow children or young people whose first language is not English to consolidate the language before addressing the more challenging social and emotional aspects of some topics. Facilitators may choose to extend topics over more lessons with fewer outcomes and 'key messages', taken from cover sheets, in each to allow more time for translation and comprehension issues.

If children and young people are relatively new to the UK more time may need to be taken to clarify laws, services, rights and values, which may be different from the countries the children and young people have come from. For example, more time may need to be given to explaining their rights to confidential health services and the practicalities of accessing them locally.

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Schools will have their own staff teams and policies surrounding the support of children and young people whose first language is not English, and these should be consulted in implementing this curriculum as a whole school approach.

## Delivering the CIOS PSHE curriculum as a specialist and/or 1-2-1 interventions

For some young people, it may be more appropriate to deliver this curriculum in a different setting to their peers, such as in small groups or in a one-to-one setting. This may be particularly relevant when working with young people experiencing difficulties such as struggles with academic life, attendance and issues surrounding behaviour or discipline.

The language in this curriculum is designed to be person centred and in line with resources currently being used in a range of interventions, so delivering this curriculum with young people who are currently using other resources should be an easy adaptation. Facilitators may choose to use the lesson topics from the CIOs PSHE curriculum and 'key messages' from each cover sheet to create a more targeted programme for use in a specialist or 1-2-1 intervention.

When working with these young people, it is important to put at the heart of the curriculum the skills and knowledge they may need to help with the struggles they are facing. With this in mind, it is important that 'key messages' for each lesson also refer to general concepts to help support these young people. The concepts to consider here are:

- Young people are able to increase their self-care skills through a variety of methods, including prioritising things that make them feel happy such as spending time with friends. However, they should always ask for support from a trusted adult if they feel they are struggling and should not be embarrassed about this.
- School and academic life may be a challenge for some young people and they may feel that the adults they work with are sometimes criticising their behaviour. In these instances it is important to consider the behaviour they are engaging in from a different perspective. How would they feel if a friend was doing this? Would they give their friend any advice about their behaviour?
- Questioning techniques and activities should be used to build confidence and self-esteem. Young people may need to be supported to do this, and may need support to identify the positive aspects of their character or behaviour.
- Where young people experience issues around anger, more time may need to be spent on emotional aspects of learning, such as considering the impact of their anger on themselves and other people and on looking at alternative methods of reacting to a situation.

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Facilitators may choose to split the lesson topics into more shorter 1-2-1 interventions with limited hoped outcomes and 'key messages' covered to reflect the learning needs of the child or young person they are working with and the teaching environment.

Cognitive behavioural therapy (CBT) techniques and worksheets may provide additional support to young people who have emotional or behavioural issues so that they are able to fully engage with the PSHE topics covered. We have linked to places to find more information at the end of this guide.

## PACE and Emotional Coaching

Insights from Trauma-Informed Approaches, including PACE and emotional coaching, provide a framework for our responses where behaviour could be seen as negative or challenging. This might be particularly relevant for working with young people and children in this 1-2-1 setting, when issues with behaviour and discipline may be present. Children and young people's reaction to topics, especially the content covered in PSHE, may be as a result of passed trauma or adversity. So for example, laughing, giggling or silly comments may be because a young person is embarrassed, is having fun, feels uncomfortable or due to a lack of understanding. Facilitators need to speak with the young person and understand what might be causing the reaction.

PACE (Playfulness Acceptance Curiosity Empathy) helps us to do this as it is a way of thinking, communicating and behaving with a child or young person that aims to make them feel safe, focussing on the whole child not just their behaviour. It enables adults to see strengths and positives that are underneath potentially negative and challenging behaviours. In practical terms it can allow facilitators to pause and unpack what is causing the negative behaviour, focusing on the young person or child's experience, rather than automatically turning to punishment or sanction.

Emotional coaching's main principle is that nurturing and emotionally supportive relationships provide the optimal context for positive outcomes and resilience for children and young people.

The five essential steps of Emotion Coaching:

- Be aware of the child's emotions
- Recognise the child's expression of emotion as an opportunity for teaching and learning
- Listen with empathy and validate the child's feelings
- Help the child learn to label their emotions with words
- Set limits when you are helping the child to solve problems or deal with upsetting situations appropriately

Using these five steps helps children and young people to understand different emotions, why they occur and how to handle them in the future.

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## A note on a Trauma-Informed Approach

PSHE, as discussed already, is a subject that no child or young person experiences in just the classroom. Each child or young person comes to PSHE with their own experiences and values. Some children and young people will find that the topics covered in this curriculum resonate with previous trauma or adversity. In fact, it would be prudent to assume that each class will have a child or young person present for whom each topic could link to a previous experience of trauma or adversity. It is important that facilitators are aware of this, and that every care is taken to provide alternative activities that can lessen the difficulty for these children and young people.

For example, when teaching about LGBT+ relationships, there will be some children and young people who are questioning their sexuality or gender identity, and care should be taken that when completing activities, all children and young people are reminded that this topic should be approached without judgement.

We might not be aware of the family backgrounds and circumstances of all of the young people we are working with. It is expected that there will be young people in your class from a variety of families including adoptive parents, foster parents, single parent, and same-sex parents. There may be young people in your class who have witnessed or are experiencing families' problems including emotional or financial pressures, separation, illness or other issues that we do not know about. So when planning our lessons, it is important to ensure that each lesson starts with the creation of a safe learning environment and the reassurance that support is always available if a child or young person feels they need to discuss something as a result of this lesson. Reputable sources of support always need to be signposted to during and at the end of each lesson, including local support services wherever possible.

Please see the 'Brook's guidance on creating a safe learning environment' for further information on Trauma-Informed Practice and for some practical considerations for creating a safe learning environment.

The PSHE Association further recommends the following steps:

- Alert relevant pastoral and safeguarding staff about the topic you will be covering and encourage them to discuss the lesson content with any students who are accessing support for related issues. It can be helpful to inform relevant parents too, in case young people come home with questions or wish to discuss these issues further.
- Give the student(s) a chance to withdraw from the lesson if appropriate (without being expected to justify their absence to their peers). Consider how to follow up the missed lesson with the student(s), as this learning may be especially relevant to them.

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## Resources

Teacher's Toolkit 'What is Differentiation'

<https://www.teachertoolkit.co.uk/2018/03/05/what-is-differentiation/>

DfE 'Special educational needs and disability code of practice: 0 to 25 years'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

PSHE Association 'Teacher guidance: teaching about mental health and emotional wellbeing' 2019

<https://www.pshe-association.org.uk/sites/default/files/u26918/Teaching%20about%20mental%20health%20guidance%20March%202019%20update.pdf>

PSHE Association 'Handling complex issues safely in PSHE education classroom & creating a safe learning environment'

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education>

Positive Psychology '25 CBT Techniques and Worksheets for Cognitive Behavioural Therapy'

<https://positivepsychology.com/cbt-cognitive-behavioral-therapy-techniques-worksheets/>