

Recommendations: Making PSHE more inclusive

CONTENT AND ACTIVITIES

- Check accessibility and representation
- Cover neurodivergence
- Novel, engaging tasks
- Different ways to engage
- Cite information sources
- Examples relevant for pupils
- Realistic examples
- Avoid repeating content
- Discussion in small, comfortable groups
- Avoid stereotyping content and activities
- Go beyond the headlines
- Represent LGBTQ+ relationships
- Teach anatomy and experiences of all genders to all pupils

THE TEACHING CONTEXT

- Teachers with PSHE as a specialty
- Regular, timetabled lessons
- Build trusting relationships
- A nurturing and informal approach
- Send content summaries in advance
- Co-produce resources and make accessible in different formats and locations
- Make expectations and boundaries explicit

THE LEARNING ENVIRONMENT

- Pupils in small, comfortable groups for the whole term/year - let pupils decide
- Options for solo work
- Individualised coping strategies, including time-out passes
- Allow for authentic reactions - pupils might laugh at uncomfortable topics
- Trigger warnings
- Avoid singling out pupils
- Avoid competitive tasks, foster collaboration and cooperation
- Avoid homework/assessments for PSHE
- Use a tone and approach appropriate for the content, consider grading e.g., 'useful' or 'very important'

THE SITUATEDNESS OF PUPILS

- Use anonymous question/feedback methods e.g., with online tools.
- Offer transition support in year 7, and cover again in years 10/11
- Deliver content at times relevant to pupils' lives, e.g., careers in year 10
- Recognise and respect pupils' lived experiences
- Consider pupils' broader experiences in society and the relevance of their internet and social media use
- Put learning into context
- Challenge misconceptions and negative stereotypes
- Revisit practical topics