



Planning, teaching and assessing the curriculum for pupils with learning difficulties

# Personal, social and health education and citizenship



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## Introduction

### What is the purpose of this guidance?

This guidance supports the planning, development and implementation of the curriculum for pupils with learning difficulties. It draws on effective practice across a range of schools and can be used in mainstream and special primary and secondary schools, specialised units and independent schools. It also provides support to the range of services that work with these schools.

The guidance can be used with the school's own material, the national curriculum and the frameworks for teaching literacy and mathematics to:

- confirm the statutory entitlement to learning for all pupils and build on the principles of inclusion set out in the national curriculum
- help schools develop an inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - including all learners by overcoming potential barriers to learning and assessment
- provide a stimulus to revisit and revise existing schemes of work or a basis to develop new ones.

### Who are the pupils?

The guidance relates to all pupils aged between 5 and 16 who have learning difficulties, regardless of factors such as their ethnicity, culture, religion, home language, family background or gender, or the extent of their other difficulties. This includes pupils who are unlikely to achieve above level 2 at key stage 4. (These pupils are usually described as having severe or profound and multiple learning difficulties.) This also includes pupils with learning difficulties who may be working at age-related expectations in some subjects but are well below this in others. (These pupils, along with those with other significant difficulties, are often described as having moderate learning difficulties.)

### Who is the guidance for?

The guidance supports the work of a range of adults who are concerned with meeting the needs of pupils with learning difficulties. This includes class teachers, subject coordinators, special educational needs coordinators (SENCOs), senior managers, teaching assistants, parents,

carers, governors, therapists, local authority and advisory support services, and professionals from health, social services and the voluntary sector. Throughout these materials, the term 'staff' is used to refer to all those concerned with the education of these pupils.

## What is in the guidance?

The guidance contains:

- support on developing and planning the curriculum
- support on developing skills across the curriculum
- subject materials on planning, teaching and assessing each national curriculum subject; religious education (RE); and personal, social and health education (PSHE) and citizenship. These include descriptions of pupils' attainment showing progress up to level 1 of the national curriculum, which can be used to recognise attainment and structure teaching.

## What are the subject materials?

The subject materials support staff in planning appropriate learning opportunities. The materials do not represent a separate curriculum for pupils with learning difficulties or an alternative to the national curriculum. They demonstrate a process for developing access to the national curriculum and support staff in developing their own curriculum to respond to the needs of their pupils at each key stage. The materials offer one approach to meeting this challenge. Schools may already have effective structures or may wish to adopt different approaches.

The materials identify learning opportunities relevant to each subject. They demonstrate appropriate learning across the scope of the national curriculum from the earliest levels. They are intended to increase schools' confidence in their capacity to provide appropriate access to the national curriculum.

A common framework for these materials has been used. In each subject, appropriate learning for pupils with diverse needs at each key stage has been identified. Those aspects of the programmes of study that may create particular difficulties are also discussed, as well as aspects that may be unsuitable at a particular key stage. The suggested activities can be used to develop ideas for relevant, accessible and challenging experiences in curriculum plans.

## Responding to pupils' needs when teaching PSHE and citizenship

### The importance of PSHE and citizenship to pupils with learning difficulties

Learning PSHE and citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE and citizenship offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, *for example, how tackling things differently could lead to different outcomes.*

## Modifying the PSHE framework and citizenship programmes of study

The statutory inclusion statement of the national curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. The framework for PSHE is non-statutory at all key stages. Citizenship is non-statutory at key stages 1 and 2 but is a statutory subject at key stages 3 and 4. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the PSHE framework and citizenship programmes of study for pupils with learning difficulties by:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- focusing on one aspect or a limited number of aspects of the age-related guidance and programmes of study.

## Developing confidence and responsibility and making the most of their abilities (PSHE)

Developing confidence and responsibility and making the most of their abilities relates to pupils':

- self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- self-esteem: the value that pupils' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different
- self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

Developing confidence and responsibility and making the most of their abilities across the key stages can help pupils to:

- develop a positive self-image
- explore, express and communicate their needs, feelings and opinions
- take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

### Preparing to play an active role as citizens – the key concepts that underpin the study of citizenship

Knowledge and understanding of citizenship starts by pupils interacting with adults they know and other pupils in familiar one-to-one activities and small group situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

Preparing them across the key stages to play an active role as citizens can help pupils to:

- make choices
- take part in group activities and discussions
- realise that all individuals are important in their own right
- recognise differences and similarities in people.

### Developing a healthy lifestyle (PSHE)

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Developing a healthy lifestyle across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines



- develop body and gender awareness
- know when they can and should give their permission and when to withhold their permission, *for example, to communicate 'no'*.

### Developing good relationships and respecting the differences between people (PSHE)

Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Developing good relationships and respecting the differences between people across key stages can help pupils to:

- develop and experience a range of relationships
- recognise and understand different types of relationships.

### Sex and relationship education

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to learn things specifically which other pupils learn incidentally, *for example, what being 'private' actually means*. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

### Improving access to the PSHE framework and citizenship curriculum

Staff can make PSHE and citizenship more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can understand through sight, touch, sound, taste or smell
- organising a range of activities to compensate for a lack of first-hand experiences, *for example, virtual decision-making scenarios supported by ICT*
- giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world, *for example, through stories*
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils, while giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils work and of the physical effort required
- balancing consistency and challenge, according to individual needs
- giving opportunities to make choices and have control in all activities.

PSHE and citizenship can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.

## Opportunities and activities across all key stages

As well as offering possibilities for subject-specific lessons, PSHE and citizenship have cross-curricular implications as they are concerned with the development of the knowledge, skills and attitudes that permeate school life across all key stages. The following activities provide examples of approaches that staff can take to promote learning in these aspects of PSHE and citizenship.

### Taking and sharing responsibility

*Pupils have opportunities to take and share responsibility*

They may:

- take part in class rotas, by sharing jobs or carrying them out independently, *for example, carrying the register to the office, tidying the book corner*
- recognise and carry their own coat and bag and other personal belongings
- borrow, take home and then return, the class photograph album
- lead the way to different areas in the school and show visitors around the school
- take messages to different parts of the school.

### Feeling positive

*Pupils understand and feel positive about themselves*

They may:

- demonstrate their achievements to the class, *for example, sharing their progress file with others*
- show their work in assembly
- share news about their own lives, *for example, the arrival of a new sibling, a visit to somewhere special*
- help other people, *for example, read to another pupil.*

### Reflecting

*Pupils reflect on their experiences and learning*

They may:

- recall, record and evaluate what they have done in lessons
- select pieces of work for their progress file
- reflect on their efforts and set targets for their individual education plan.

### Developing personal autonomy

*Pupils develop personal autonomy and control*

They may:

- make their own way across the room to reach their favourite object
- use a symbol list to remind them what to bring to school each day.

### Personal care

*Pupils take part in daily personal care routines such as feeding, drinking, going to the toilet, washing, dressing and undressing*

They may:

- respond to cues to begin an activity through body signs, for example, staff slightly lift the arms of the pupil, who responds by further lifting the arms to remove a jumper; objects of reference, for example, the pupil knows that a flannel means washing hands; photographs, pictures or symbols, for example, a large symbol positioned by the toilet and wash basin can remind pupils to wash their hands
- join in enhanced routines with varying degrees of support, for example, prompts from staff, the presentation of objects or symbols; or by repeating the same sequence of movements each time they carry out an activity or task, for example, getting dressed after swimming
- indicate the need to use the toilet, rather than being routinely taken to it at designated times.

### Learning from mistakes

#### *Pupils explore failure and learn from mistakes*

They may:

- get dressed or undressed without help, although some items of clothing may be put on inside out
- use self-correcting ICT software allowing them to make several attempts at a task
- experiment with 'risk taking' through drama and role play
- prepare and organise themselves for the next lesson, *for example, they may forget an item, learn from this, and remember it in future.*

### Making choices

#### *Pupils make real choices and act on them*

They may:

- make choices and express preferences, *for example, by indicating their preference for a piece of music or a story or choosing their favourite toys or computer programs.* They may choose a partner or member of staff to work with.

### Taking part in group activities

#### *Pupils take part in and contribute to group activities*

They may:

- take part in and contribute to 'show and tell' activities, parachute and drama games, music activities, circle time, discussions and debates
- take part in teams in PE and work in groups in the classroom.

## Developing relationships

### *Pupils develop relationships with others*

They may:

- share experiences and interact with staff and other pupils in daily routines, *for example, through eye contact, imitation, fun sequences, songs, mealtimes*
- recognise certain people and associate them with particular events, *for example, adult helpers for swimming, lunch time staff.* Recognition may be facilitated by the use of personal referents, *for example, staff wear different textured wristbands or perfume* or the use of objects of reference which associate people with particular situations
- share toys, objects and equipment and take turns
- meet and interact with different people both in school and outside school, *for example, lunch time staff, pupils from another class, shop assistants*
- communicate with pupils from another school or country using email.

## Opportunities and activities at key stage 1

Much of the PSHE and citizenship framework at key stage 1 is relevant to pupils with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities.

The focus of teaching PSHE and citizenship may be on giving pupils opportunities to:

- develop self-awareness, recognise and communicate their likes and dislikes
- join in and contribute to the life of the class through regular routines and shared experiences
- develop awareness of their bodies
- recognise that there are differences and similarities between people and that each person has a different identity.

Given these opportunities in PSHE and citizenship at key stage 1:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>develop an awareness of themselves and their bodies, as individuals and as members of their class by building on their own experiences and personal, social and emotional development and social skills, first gained in the early years foundation stage. They have opportunities to express their feelings and experience a range of interactions with familiar people. Their responses should be interpreted as preferences, likes and dislikes and as reactions to their needs.</p>
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<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>learn social skills such as taking turns, playing and working with others and taking an active part in the life of their class. They make choices and recognise and communicate their likes and dislikes. They begin to be aware of other people's feelings as well as their own, and recognise that people have different likes and dislikes. They learn the names of different parts of the body.</p>
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a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject learn to develop friendships and negotiate with friends, for example, choose and share friends and disagree with them. They have opportunities to show they can take some responsibility for themselves. They learn basic rules and skills for keeping themselves safe and for behaving appropriately in familiar circumstances. They are helped to develop a sense of right and wrong.

Some parts of the key stage 1 framework, such as those requiring abstract understanding or detailed explanations, may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to draw on materials from *Practice guidance for the early years foundation stage* (DCSF00266-2008BKT-EN).

The following activities provide examples of an approach staff can take to teaching the framework.



## Ourselves

### *Pupils develop awareness of themselves and their bodies*

They may:

- take photographs of staff and pupils and use name cards and photographs to consider who is in their class. They match these to the people, sort them into boys and girls, and play 'Guess who?' games with them
- make 'Who am I?' posters, *for example, choosing their favourite photographs and colours, and describing their preferred method of communication*
- observe and examine faces by looking in mirrors, by looking at pictures and making happy, sad and angry faces. They have their faces painted. They position the features of a face using a touch screen with a computer program, a Velcro face and a paper plate face
- take part in body awareness activities, *for example, by experiencing a range of different positions, supported by equipment or a person if necessary; performing action songs that highlight main body parts; taking part in movement, dance or swimming activities.*

## Animals

### *Pupils experience and learn about caring for other living things and their sensory features while observing, and learning, health and safety rules*

They may:

- observe a hamster in an exercise ball
- handle and stroke the hamster, feed it and clean out its cage
- make a tactile book about the hamster's visit to their classroom
- receive a visit from a person with a dog. They observe and discuss the various items the dog needs, *for example, food, water, bowls, basket, brush, lead, and stroke and brush the dog*
- visit a zoo or a farm.

## Opportunities and activities at key stage 2

Much of the key stage 2 framework for PSHE and citizenship is relevant to pupils with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities.

The focus of teaching PSHE and citizenship at key stage 2 may be on giving pupils opportunities to:

- recognise that there are views other than their own which are often based on different beliefs and experiences
- recognise that they are growing and changing and to learn about how the body changes in preparation for puberty
- prepare for transfer to secondary schooling with support and encouragement from staff.

Given these opportunities in PSHE and citizenship at key stage 2:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>learn about themselves as growing and changing individuals with their own experiences, feelings and needs, and as members of their school community. They have the opportunity to show preferences for objects, events, people and places.</p>
<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>communicate choices. They are encouraged to be aware of the views and needs of others. They learn to take more responsibility for themselves and to take an active part in the school community. They are encouraged to develop a sense of right and wrong and to learn the basic rules for keeping safe. They are able to identify some similarities and differences between people.</p>
<p><b>a few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>are able to reflect on their own learning and set personal targets. They are encouraged to develop a sense of fairness and learn to resist bullying. They understand that their own choices and behaviour can affect others. They recognise risks in some situations.</p>

Some parts of the key stage 2 framework may be too demanding for some pupils. These parts may be:

- those that require recognition of a future time
- issues affecting society
- the allocation of resources
- concepts that may be too far removed from the personal, *for example, the consequences of racism*
- stereotypes
- people in other times
- understanding others' experiences
- understanding why and how rules are made
- some aspects of independence, *for example, crossing the road.*

Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage.

It may be more appropriate to teach the more demanding parts of the framework for key stage 1. Throughout key stage 2, staff can maintain and reinforce the knowledge, skills and understanding introduced during key stage 1 by applying these in different areas, and introduce new learning.

The following activities provide examples of an approach staff can take to teaching the framework.

### Changes

*Pupils are helped to prepare for and cope with change, for example, moving to a different department or a different school, puberty and growing up*

They may:

- experience deliberate changes in regular routines, for example, lunch in the food technology kitchen rather than in the school dining room
- explore changes from babyhood to old age by:
  - sorting pictures and photographs of people of different ages and discussing some of their differences
  - receiving visits from babies and elderly people
  - exploring artefacts associated with babies, *for example, clothes, toys, nappies, and food*
- sequence photographs of the life cycle of animals, *for example, frogs, birds*
- observe and record changing seasons.

### People and jobs

*Pupils meet and work, interact and communicate with a range of people and take on responsibilities in the classroom and the school*

They may:

- use sensory 'job boxes' to explore artefacts associated with different jobs and use them as evidence to work out who the box belongs to
- meet people who work in the school and local community, *for example, the school secretary, the caretaker, a nurse, a police officer, a local religious leader, a shop assistant, a fire-fighter*, prepare questions and, during an interview, record the answers, take photographs and make a book about the visit
- visit places of work
- take on jobs in the classroom or the school, *for example, making class drinks, delivering mail, collecting dinner numbers from each class.*

## Looking after yourself

### *Pupils learn about personal hygiene and presentation*

They may:

- carry out a survey about personal hygiene, *for example, where do they put dirty washing? When do they clean their teeth?* then think about why each activity is important
- explore different toiletries and their smells, and indicate where they should be used and their purposes
- choose clothes from a selection or from a catalogue, deciding what to wear for different occasions, *for example, to a party, for school, for PE,* and in different seasons
- organise a fashion show.

### *Pupils learn about keeping safe*

They may:

- practise communicating 'no', especially to adults, in a range of situations
- play a drama game where they can choose to say yes or no to questions, *such as 'Can I touch your arm?' 'Can I wear your hat?'*
- learn and practise to speak, write or recognise their personal information, *such as name, address and telephone number*
- discuss and make displays of who they can ask for help, and use role play to ask for help in appropriate situations
- practise how to cross roads.

### *Pupils learn about people who help you look after your health*

They may:

- meet and visit doctors, nurses and dentists; examine props, *for example, stethoscopes, plasters, bandages, and uniforms;* and take part in mini-dramas
- read and listen to stories about visiting the dentist or going to hospital.

### Other opportunities

In drama, pupils have opportunities to communicate their personal needs and opinions and explore their feelings. They may use story lines to explore situations, *for example, the pupil left out of playground games, the pupil who thought that he or she was lost, the surprise present.*

As part of their regular classroom routines at key stage 2, pupils have opportunities to take part in discussions where any contribution or expression of preference is valid. They may consider social or moral dilemmas that they come across in everyday life, *for example, the need to tidy up the classroom so people can move around safely, and issues of right and wrong, and fairness, such as how to share out the last piece of cake.*

## Opportunities and activities at key stage 3

Many aspects of the key stage 3 programmes of study for PSHE and citizenship are relevant to pupils with learning difficulties. With modification, they can provide stimulating and challenging learning opportunities.

The focus of teaching PSHE at key stage 3 may be on giving pupils opportunities to:

- manage money and their personal finances
- plan for transitions
- learn about the nature of friendships and relationships, including sexual relationships
- recognise the risks in some situations, making safe choices and communicating the need for, or refusal of, help
- appreciate what makes a healthy lifestyle.

Given these opportunities in PSHE at key stage 3:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>continue to develop awareness of themselves and their bodies by approaches and contexts appropriate to their age. They have support to meet new challenges and to cope with transitions in school life. They make or are helped to make choices.</p>
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<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>become more mature and independent. They take on greater responsibility for themselves and become more aware of the views, needs and rights of others. They learn to cope with their changing bodies and feelings and with changing relationships. They recognise that there are risks in some situations.</p>
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<p>a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>learn new skills in making decisions. They have the opportunity to use their developing personal power responsibly, and to make choices about their health and their immediate environment. They make informed decisions about their future.</p>
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Some parts of the key stage 3 programmes of study for PSHE, such as those that require understanding of the business environment, understanding of financial risk and reward and recognition of how others see them may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding parts of the framework for the earlier key stages. Throughout key stage 3, staff can maintain and reinforce the knowledge, skills and understanding introduced during the earlier key stages by applying these in different areas, and introduce new learning.

The focus of teaching citizenship at key stage 3 may be on giving pupils opportunities to:

- take a full part in the life of the school and become involved in making decisions
- express their opinion on topical issues.

Given these opportunities in citizenship at key stage 3:

<p>all pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>continue to take part in the life of their school community. They make, or are helped to make, their views known on issues important to them.</p>
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<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>express their opinion on topical issues. They learn about fairness and diversity at school and in the community, for example, by taking part in community activities.</p>
<p><b>a few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>think about and discuss topical issues, problems and events; listen to others' views; and learn how to become more effective in public life. They learn about some legal, political, religious, social or economic issues and about fairness and diversity at a local and wider level.</p>

Some parts of the key stage 3 programme of study for citizenship, such as those that are not immediately connected to pupils' everyday lives, for example, the criminal justice system, political rights, central government, parliamentary characteristics and the global community, may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding aspects of the framework for the earlier key stages. Throughout key stage 3, staff can maintain and reinforce the knowledge, skills and understanding introduced during the earlier key stages by applying these in different areas, and introduce new learning.

The following activities provide examples of an approach staff can take to teach the programmes of study.

## Healthy living

### *Pupils learn about food and diet*

They may:

- explore a range of foods and communicate about the texture, smell, taste and their likes and dislikes
- sort foods, or photographs, pictures and symbols of foods, into groups, *for example, those you eat a lot of, those you should only eat a little of*
- complete a food diary over a week and communicate about their diet.

### *Pupils learn about exercise, fitness, rest and relaxation*

They may:

- try out different forms of exercise inside and outside the school building and in the local community
- experience and take part in activities at different tempos, *for example, in a hydrotherapy pool, aqua aerobics to music, relaxation to quiet calming music*
- take their pulses before and after exercise
- complete an exercise diary over a week.

### *Pupils take part in drug education*

They may:

- sort empty containers of household substances, *for example, lawn fertiliser, white spirit, paracetamol, cough mixture, beer, inhalant, cigarettes*, into two groups: medicines or non-medicines. They then discuss and decide where these substances should be stored in the home by placing the containers in the correct position on a large diagram of the rooms of a house. They then discuss the use of medicines, *for example, 'Which medicines do you use?' 'Who can use them?' 'When?' 'Do you need permission?' 'How do you know how much to take?'*
- discuss why people eat/drink/take tea, coffee, cola, chocolate, alcohol, tobacco
- discuss and record the beneficial and adverse effects of drinking alcohol or of smoking tobacco, considering the legal position and the views of others

- use role play to practise assertiveness and ways of making safe choices.

### ***Pupils learn about different kinds of relationships***

They may:

- make a display of the people who are important in their lives, with themselves at the centre, *for example, family, friends, girl/boyfriend, school staff, advocate, social worker*
- discuss, perhaps using symbol topic boards, their relationship with these people, *for example, 'What do they do with these people?' 'What is appropriate behaviour?' 'What do friends do together – share secrets, have a laugh, go to the cinema?' 'What sort of things do girl/boyfriends do?'*

### **My body**

Pupils develop awareness of their bodies and take part in sensory sessions focusing on different parts of the body, *for example, feet and hands*. Parents/carers should give permission for their child to take part and there should be consultation with the pupil on many of the activities given below.

### ***Pupils develop awareness of different parts of the body***

They may:

- wash their feet or hands, experience and carry out foot or hand massage
- explore and try on different types of shoes or gloves of contrasting textures
- have their hands decorated with 'mendhi' patterns or their nails with nail transfers.

### ***Pupils explore emotions and ways of managing them***

They may:

- brainstorm the range of emotions they feel
- mime and guess emotions portrayed by body language and facial expressions

- take part in 'How would you feel if...?' games using photographs focusing on events that evoke changes in emotions
- follow 'soap opera television' scenes and suggest ways of dealing with emotions.

***Pupils have opportunities to understand their developing sexuality***

They may:

- sort clothes according to the body part they cover
- draw or position body parts on a life size male and female human outline. They discuss which body parts are private and cover these parts with underwear
- play a 'public and private' game. They pick a card picturing an activity and decide if it is public, in which case they leave it on the table, or private, in which case they put it in a box behind a closed door
- explore sanitary products and sequence photographs about the management of menstruation
- discuss masturbation and privacy, using outline drawings
- watch videos, look at line drawings and take part in discussions to learn about male and female anatomy and sexual intercourse.

### What's in the news?

*Pupils have opportunities to think about topical, political, spiritual, moral, social and cultural issues, problems and events and to communicate their personal opinions*

They may:

- explore personal and local news about themselves, the school and the immediate community. They interview people, and record or video the interviews. They present the news as a display, newspaper or TV news bulletin, *for example, 'Class 8's day out to a theme park'*
- look at sources of news information locally and globally, *for example, internet, local and national newspapers, TV and radio.* They explore how the media presents information and how it affects opinions. They contribute to local news, *for example, writing a letter to the local newspaper*
- contribute to group discussions. They may use BIGmack switches or topic-based symbol boards to contribute.

### Other opportunities

*As part of their regular classroom and school routines at key stage 3, pupils participate, negotiate and make real choices and informed decisions*

They may:

- make decisions about individual and group activities
- give permission and withhold their permission, *for example, about personal space or intimate care procedures*
- choose future curriculum options
- explore their choices of break-time activities and agree to have different activities available on different days
- decide what to sell in the school tuck shop after considering healthy eating options, or carry out a survey and find out what other pupils prefer
- elect pupils and make decisions as part of a school council
- identify issues in the school and suggest solutions and improvements.

*Pupils take part as members of the school and local community*

They may:

- become members of sports teams and represent the school at sports meetings
- contribute to and/or attend school council meetings and take part in decision-making about school-based activities
- run mini-enterprise schemes, *for example, investigate the market for a product and sell it in the school*
- take part in public performances, *for example, drama, art exhibitions, and school open days*
- take responsibilities for others, *for example, help younger children at break times, take part in a 'buddy' scheme to prevent bullying*
- help to decide on rules, *for example, design a rota for classroom responsibilities, devise anti-bullying procedures*
- attend and participate in sport, art and music events outside school.

## Opportunities and activities at key stage 4

Many aspects of the key stage 4 programmes of study for PSHE and citizenship are relevant to pupils with learning difficulties. With modification, they can provide stimulating and challenging learning opportunities.

The focus of teaching PSHE at key stage 4 may be on giving pupils opportunities to:

- prepare for adult life by thinking about the post-16 choices available
- be aware of their personal qualities, skills and achievements
- deal with changing relationships.

Given these opportunities in PSHE at key stage 4:

**all** pupils with learning difficulties (including those with the most profound disabilities) are encouraged to continue to learn about themselves as young people and as members of their communities. They continue to develop awareness of themselves and their bodies by approaches and contexts appropriate to their age. With support from staff, they prepare for the transition to adult life at the end of key stage 4. They make their views known about their decisions through self advocacy or advocacy.

**most** pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject develop in confidence and independence, and take greater responsibilities in preparation for adult life. They are encouraged to learn how to cope with a wider range of relationships and to respect the views, needs and rights of people of all ages. They have opportunities to make choices about their future. They know where to obtain help and understand some ways of dealing with risky situations.

<p>a <b>few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>learn how to plan for their future and their careers by setting personal targets and begin to consider the consequences of their decisions. They can develop skills to help them actively seek information and advice and deal with changing relationships in a positive way.</p>
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Some parts of the key stage 4 programmes of study for PSHE, such as recognising bias and inaccuracies in information, explaining financial products, developing an understanding of the long-term consequences of their actions and managing risk in a variety of situations, may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding parts of the framework for the earlier key stages. Throughout key stage 4, staff can maintain and reinforce the knowledge, skills and understanding introduced during the earlier key stages by applying these in different areas, and introduce new learning.

The focus of teaching citizenship at key stage 4 may be on giving pupils opportunities to:

- find out about and be part of their local community
- learn about a political or economic system, *for example, a bank, the electoral system.*

Given these opportunities in citizenship at key stage 4:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>have opportunities to take part in the life of their school and local community. They learn about the diversity of people's lives, for example, family relationships, lifestyles, and cultures.</p>
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**most** pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject think about and take part in discussions on topical issues, problems and events. They have opportunities to learn about legal, political, religious, social or economic institutions. They receive the support they need to understand that their expressed views or their actions can bring about change.

**a few** pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject learn about legal, political, religious, social and economic systems. They are helped to develop greater knowledge and understanding of topical issues and to take part in discussions and debates.

Some parts of the key stage 4 programme of study for citizenship, such as global issues, and some institutions and systems outside their immediate world, may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding parts of the programme of study and framework for the earlier key stages. Throughout key stage 4, staff can maintain and reinforce the knowledge, skills and understanding introduced during the earlier key stages by applying these in different areas, and introduce new learning.

The following activities provide examples of an approach staff can take to teach the programmes of study.

### **Our community**

#### ***Pupils explore and investigate public services and leisure facilities in the local community***

They may:

- visit the local swimming pool and meet the people who help run it
- explore the range of leisure facilities in the community, by obtaining information from a local newspaper and telephone directories
- take part in community activities, evaluate 'value for money' and use this information to make choices and decisions about the use of their leisure time.

#### ***Pupils investigate the electoral process and the role of local government***

They may:

- follow the events in a local government election
- take part in a democratic electoral process, *for example, discuss and vote on classroom responsibilities; have hustings and canvassing; and vote for members for a class or school council*
- find out what local government does, *for example, meet and interview members of the council, their MP or the mayor*
- carry out surveys on people's opinions on particular issues in the school or community, and record and present their findings
- visit the local council chamber.

#### ***Pupils have opportunities to be involved in projects in the school or community***

They may:

- adopt a local charity, take part in fund-raising activities and find out what the money is to be used for
- have an input into school development, *for example, help to design school décor, suggest items for the school development plan, or plan and care for a part of the school environment*
- run a school newspaper
- take part in local environmental schemes, *for example, recycling initiatives, the development of the local park.*

### Money, money, money

*Pupils have opportunities to learn about and experience some financial services and economic functions*

They may:

- have work experience in running the school bank, *for example, they count money, fill in and stamp bank books and deal with customers*
- use a bank to save money, visit local banks and explore some of the work carried out there
- plan, budget, spend and keep accounts in a mini-enterprise scheme.

### Sex and relationship education

*Pupils learn more about human reproduction, pregnancy and birth, parenting, contraception, sexually transmitted diseases and where to obtain advice*

They may:

- follow a video showing the stages of pregnancy and birth; sequence pictures of a developing foetus in the womb; receive a visit from a pregnant woman and listen to the heartbeat of the baby with a sonic aid
- receive a visit from a parent and young baby. They observe the baby's behaviour and consider the physical and emotional needs and demands of a baby. They may observe or participate in caring for the baby for a short time
- carry out similar activities with a young child. They use photographs and pictures to consider his or her changing needs and may have work experience in a nursery
- use role play to discuss situations following a video about relationship difficulties or pressures
- explore some types of contraception, *for example, condoms.*

### Other opportunities

#### *Pupils prepare for change*

They may:

- reflect on their experiences and learning. They use their progress file and consider their achievements, likes, dislikes, and some of their personal qualities and skills. With support from staff, family and advocates, they prepare person-centred action plans for their future
- attend college link courses
- learn about self-presentation skills, *for example, they choose clothing appropriate for an interview at college or for a job.* They practise, video and think about interview techniques.

## Performance descriptions

These performance descriptions outline early learning and attainment before level 1 in eight levels, from P1 to P8.

The performance descriptions can be used by teachers in the same way as the national curriculum level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long-, medium- and short-term planning
- track linear progress towards attainment at national curriculum level 1
- identify lateral progress by looking for related skills at similar levels across their subjects
- record pupils' overall development and achievement, for example, at the end of a year or a key stage.

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.

Levels P4 to P8 describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in each subject. The descriptions are characteristic of the types of attainment the learners are likely to demonstrate.

**P1 (i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

**P1 (ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, turning briefly towards another person*. They may give intermittent reactions, *for example, beginning to tolerate some activities, but 'switching off' if the activity becomes too intense*.

**P2 (i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, withdrawing from a person who is new to them*. They begin to show

interest in people, events and objects, *for example, watching as they bring their own hands together*. They accept and engage in coactive exploration, *for example, sharing a hand massage with an adult*.

**P2 (ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, expressing their immediate needs and feelings*. They recognise familiar people, events and objects, *for example, vocalising or gesturing in a particular way to another member of the class*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, making similar responses several times during an interactive sequence with an adult*. They cooperate with shared exploration and supported participation, *for example, handling personal belongings passed to them*.

**P3 (i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a peer or adult to continue an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, reaching out to touch the hair or face of another person during an interactive sequence*. They observe the results of their own actions with interest, *for example, listening as an adult imitates their own vocalisations*. They remember learned responses over more extended periods, *for example, cooperating with support for frequently-repeated personal care procedures from day to day*.

**P3 (ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting responses from another pupil*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, taking a place at the table when drink time is signalled*. They may respond to options and choices with actions or gestures, *for example, eye pointing to their choice of a play or work partner*. They actively explore objects and events for more extended periods, *for example, prolonging an interactive sequence by producing new behaviours and triggering new responses from a partner*. They apply potential solutions systematically to problems, *for example, vocalising repeatedly to request an interaction with a peer or adult*.

**P4** Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols). They engage in parallel activity with several others. Pupils follow familiar

routines and take part in familiar tasks or activities with support from others. They show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others, *for example, matching their emotions and becoming upset.*

**P5** Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, *for example, 'What does the baby need?'*

**P6** Pupils respond to others in group situations, playing or working in a small group cooperatively, *for example, taking turns appropriately.* They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others, *for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort.*

**P7** Pupils communicate feelings and ideas in simple phrases. They move, with support, to new activities, which are either directed or self-chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations, *for example, if other pupils wish to use the same piece of equipment.* They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things, *for example, offering food to a visitor or watering a classroom plant.*

**P8** Pupils join in a range of activities in one-to-one situations and in small or large groups. They choose, initiate and follow through new tasks and self-selected activities. They understand the need for rules in games, and show awareness of how to join in different situations. They understand agreed codes of behaviour that help groups of people work together, and they support each other in behaving appropriately, *for example, while queuing in a supermarket.* They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed, *for example, assistance in fastening their clothes.* They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

## About this publication

### Who's it for?

This handbook is for all those who work with pupils with learning difficulties. This includes pupils who are often described as having severe, profound and multiple, or moderate learning difficulties. The guidance relates to all pupils aged 5 to 16 who are unlikely to achieve above level 2 at key stage 4.

### What's it about?

It provides support materials to schools for planning learning opportunities and activities in personal, social and health education and citizenship for pupils in each key stage. It includes performance descriptions of early learning and attainment in the national curriculum.

### What's it for?

It will be useful in developing an inclusive curriculum. It can be used in mainstream schools, special primary and secondary schools, specialised units and independent schools. It can also support the range of services that work with pupils with learning difficulties.

### Related material

This handbook is part of a set of guidance on planning and teaching the curriculum for pupils with learning difficulties. The entire set, which includes general guidance, guidance on developing skills and subject guidance, can be found on the QCA website at [www.qca.org.uk/ld](http://www.qca.org.uk/ld).

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