

Adaptive Teaching Strategies in PSHE

At Clyst St Mary Primary School, adaptive teaching in PSHE ensures all pupils can thrive, belong and achieve. Teaching is inclusive, responsive and rooted in pupils' individual needs, enabling every child to feel safe, valued and able to participate.

1. Adaptive Planning and Sequencing

- Learning is delivered through a spiral curriculum (SCARF), allowing pupils to revisit and deepen understanding over time
 - Lessons are carefully sequenced, building from prior knowledge and pupils' experiences
 - Content is adapted to be age-appropriate and sensitive to pupils' emotional development
 - Flexible outcomes allow pupils to demonstrate understanding in different ways
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2. Creating a Safe and Inclusive Environment

- Clear ground rules and safe spaces are established to encourage open discussion
 - Teachers use distancing techniques (e.g. scenarios, stories, characters) to support sensitive topics
 - All pupils feel respected, included and listened to, regardless of background or need
 - Diverse experiences, families and cultures are represented and valued
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3. Responsive Teaching and Assessment

- Teachers use formative assessment and pupil voice to adapt teaching in real time
 - Questioning is used to explore understanding and challenge thinking sensitively
 - Misconceptions are addressed carefully and appropriately
 - Learning is adapted based on pupils' emotional readiness and responses
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4. Adaptive Communication and Scaffolding

- Key vocabulary is explicitly taught and revisited
 - Visual prompts, sentence starters and discussion frames support pupils' communication
 - Tasks are broken down into manageable steps
 - Alternative ways to respond are provided (e.g. drawing, discussion, role play, writing)
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5. Supporting SEND and Individual Needs

- Content is adapted to meet cognitive, emotional and social needs
 - Pre-teaching or additional support is used for pupils who may need it
 - Staff are aware of individual circumstances and adapt content sensitively
 - Additional adults support participation and understanding, not dependence
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6. Challenge and Depth

- All pupils are supported to engage, while more confident learners are challenged through:
 - Deeper discussion and reflection
 - Considering different perspectives and viewpoints
 - Applying learning to real-life scenarios
 - Pupils are encouraged to justify opinions and think critically
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7. Promoting Independence and Pupil Voice

- Pupils are encouraged to express opinions and reflect on their learning
- Opportunities for discussion, debate and collaboration are embedded
- Pupil voice is used to shape learning and school life
- Children are supported to develop confidence and self-awareness

8. Supporting Emotional and Social Development

- Teachers recognise and respond to pupils' emotional needs during lessons
- Strategies such as circle time, check-ins and reflection support wellbeing
- Pupils are taught and supported to develop coping strategies and resilience
- Strong links are made to real-life situations and wellbeing

Impact of Adaptive Teaching in PSHE

Through effective adaptive teaching:

- All pupils feel safe, included and able to participate
- Pupils develop confidence, resilience and emotional literacy
- Discussions are meaningful, respectful and inclusive
- Pupils make progress from their starting points, regardless of need
- Children leave school as well-rounded, respectful and informed individuals ready for life in modern Britain