Personal Development at Benton Park 2026-2027

SEND Parent guide

How students with SEND Learn Personal Development at **Benton Park**

Personal Development (Personal, Social, Health and Economic education PSHE) is essential for every child. We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), can access and benefit from PD in a way that is meaningful, engaging, and appropriate to their needs.

A tailored and inclusive approach

We recognise that students with SEND may learn in different ways. PD lessons are carefully adapted to meet individual needs, ensuring that all pupils can take part and make progress. This may include: simplifying language and key concepts using visual supports such as images, symbols, and videos breaking learning into smaller, manageable steps repeating and revisiting key ideas regularly. Our aim is to make learning accessible while maintaining high expectations for all students.

Developing life skills

PD for students with SEND places a strong emphasis on practical life skills, including: communication and expressing feelings building positive relationships and friendships understanding personal safety (including online safety) developing independence and decision-making skills. These skills are taught in a supportive environment, helping students build confidence and resilience.

Safe and supportive environment

We create a safe space where students feel comfortable discussing sensitive topics. Staff are trained to:respond sensitively to individual needsuse clear, consistent routinessupport emotional regulation and wellbeingstudents are encouraged to ask questions, share their thoughts, and learn at their own pace.

SEND and Disadvantaged PD Curriculum Overview

Use Explicit, Structured Teaching of Key Concepts	Resources are broken down into key PD topics RSE, Living in the wider world, healthy living and Personal Development. These are signposted and visible in students workbooks, and on every PowerPoint. These are also clear on staff bulletins and the curriculum map for clarity and consistency for PD teaching staff. This supports SEND and disadvantaged learners with processing difficulties and can prepare them for future lessons that could relate to sensitive issues.
Build Vocabulary and Cultural Capital Into Every Lesson	Keys words and vocabulary in quick six, and on introduction pages of all lessons. Students are encouraged to model language aloud, use retrieval, and revisit terms over time and write them in to the back of their workbooks.
Personalised Scaffolding and Adapted Materials	Offer visuals, simplified text, writing frames, dual coding, now/next boards, and chunked instructions.
Strengthen Social & Emotional Learning	Embed self-regulation, emotional literacy, resilience, confidence-building, and coping strategies. SEND and disadvantaged students often benefit from explicit teaching of social understanding and emotional expression.
Representation and Inclusive Content	Ensure examples reflect a range of backgrounds, family structures, identities, neurotypes, and lived experiences. This helps students feel seen and reduces barriers linked to belonging and self-esteem.
Build Strong Oracy and Communication Opportunities	Lesson modes on every slide in every lesson to encourage paired talk, whole class discussions, structured debates, and alternative communication methods (e.g., visual cards, writing-first responses).This supports spoken language development for all learners.
Create Trauma-Informed, Safe, Predictable Lessons	Use of consistent routines, safe spaces for discussion, opt-out options, and predictable lesson structures. This helps students who have experienced instability, anxiety, or adverse childhood experiences feel secure enough to learn.
Design, Layout	The entire PD curriculum is designed to be connected by branding, colour and layout to provide consistent, predictable, and easy to access content. Light blue slides, SEND friendly fonts (Calibri), non cluttered and clear presentation.

PD Curriculum Strands
Use Explicit, Structured Teaching of Key Concepts

Personal Development is organised into key strands to ensure clear, age-appropriate progression and balanced coverage. Our entire curriculum is separated into these four strands and delivered at different points throughout each year group. Resources are broken down into key PD topics RSE, Living in the wider world, healthy living and Personal Development. These are signposted and visible in students workbooks, and on every PowerPoint. These are also clear on staff bulletins and the curriculum map for clarity and consistency for PD teaching staff. This supports SEND and disadvantaged learners with processing difficulties and can prepare them for future lessons that could relate to sensitive issues.

Relationships (RSE)

This helps students' to recognise and understand the signs of healthy relationships, as well as introducing knowledge about their bodies, intimate relationships and sex including contraception.

Personal Development

PD is for students' to develop their life skills, through a strong understanding of citizenship and British Values they will learn key skills and knowledge to help them navigate young adulthood. Lessons may be themed around key debates, their rights, faith and belief or skills needed to navigate 21st Century life.

Health and Wellbeing

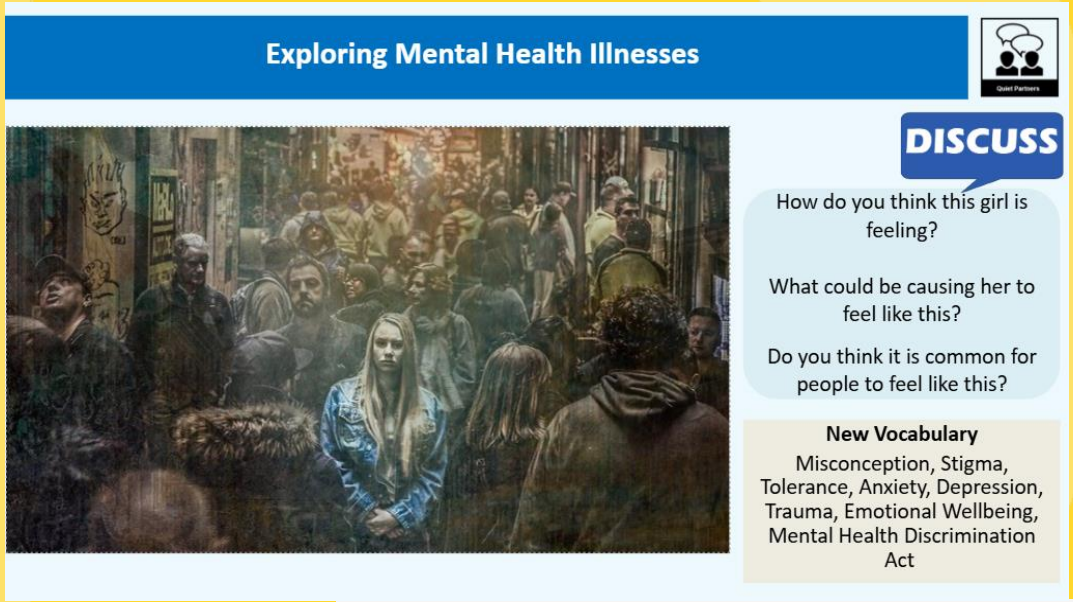
This develops students' understanding of health, with an increased focus on risk areas such as vaping, drugs and alcohol. They will be able to learn about health and wellbeing to ensure you acquire skills to live healthy, happy lives. Students' will develop your understanding of Mental health, as well as emotional, social and physical wellbeing.

Living in the wider world

This theme covers a number of areas relating to developing skills such as finance or understanding careers, being a responsible and contributing citizen of your community, your country and the wider world. It can include safety and risk management in the community, philosophy, finance and economics, the environment and much more.

Build Vocabulary and Cultural Capital Into Every Lesson

Keys words and vocabulary in quick six, and on introduction pages of all lessons. Students are encouraged to model language aloud, use retrieval, and revisit terms over time and write them in to the back of their workbooks.



Exploring Mental Health Illnesses

DISCUSS

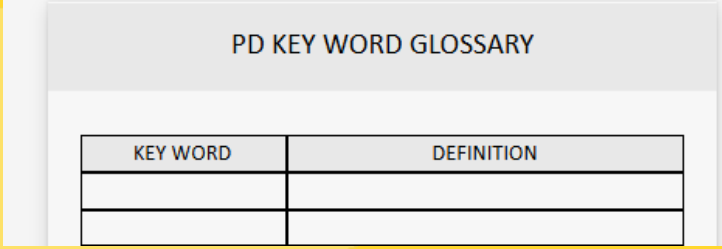
How do you think this girl is feeling?

What could be causing her to feel like this?

Do you think it is common for people to feel like this?

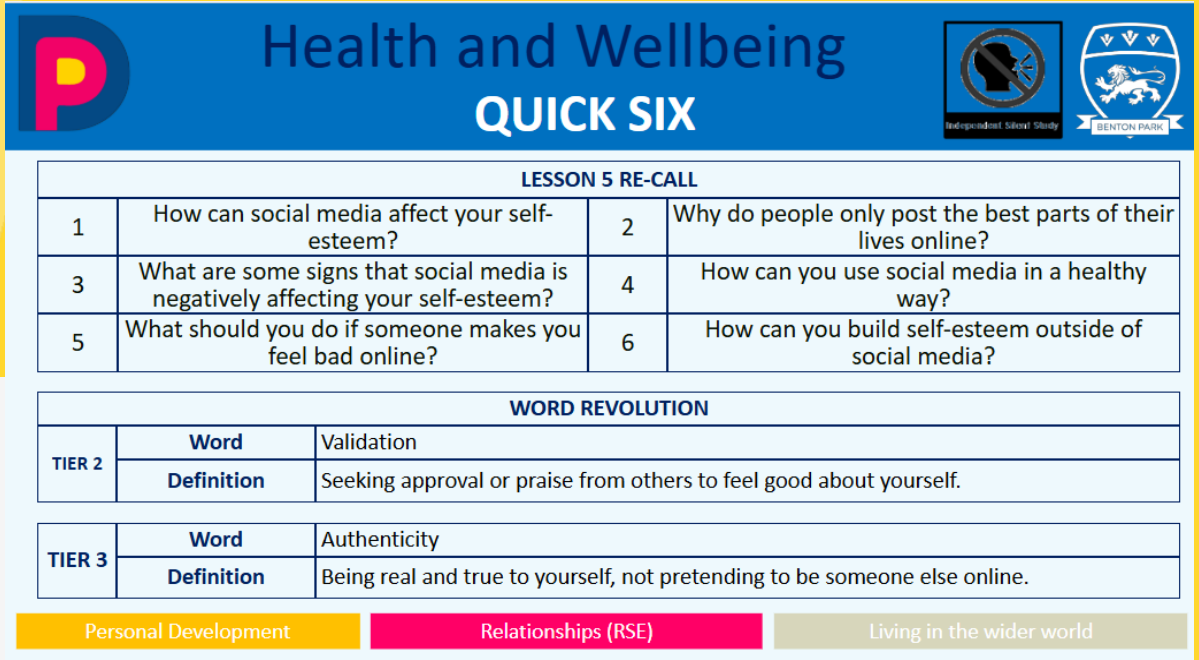
New Vocabulary

Misconception, Stigma, Tolerance, Anxiety, Depression, Trauma, Emotional Wellbeing, Mental Health Discrimination Act



PD KEY WORD GLOSSARY

KEY WORD	DEFINITION



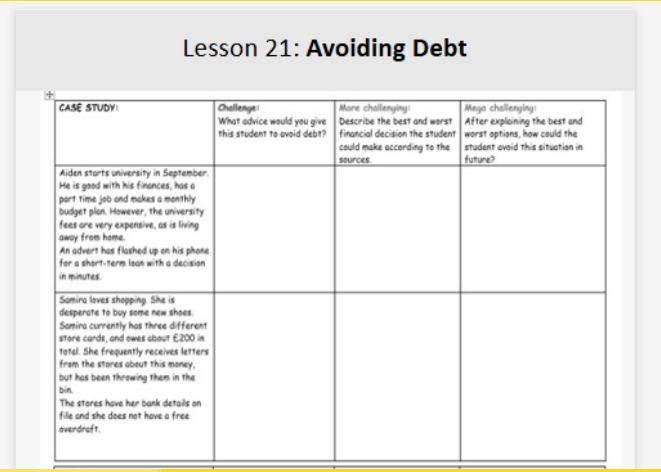
Health and Wellbeing

QUICK SIX

LESSON 5 RE-CALL			
1	How can social media affect your self-esteem?	2	Why do people only post the best parts of their lives online?
3	What are some signs that social media is negatively affecting your self-esteem?	4	How can you use social media in a healthy way?
5	What should you do if someone makes you feel bad online?	6	How can you build self-esteem outside of social media?

WORD REVOLUTION		
TIER 2	**Word**	Validation
	Definition	Seeking approval or praise from others to feel good about yourself.
TIER 3	**Word**	Authenticity
	Definition	Being real and true to yourself, not pretending to be someone else online.

Personal Development | Relationships (RSE) | Living in the wider world



Lesson 21: **Avoiding Debt**

CASE STUDY:	Challenge: What advice would you give this student to avoid debt?	More challenging: Describe the best and worst financial decision the student could make according to the sources.	Mega challenging: After exploring the best and worst options, how could the student avoid this situation in future?
Aiden starts university in September. He is good with his finances, has a part time job and makes a monthly budget plan. However, the university fees are very expensive, as is living away from home. An advert has flashed up on his phone for a short-term loan with a decision in minutes.			
Samira loves shopping. She is desperate to buy some new shoes. Samira currently has three different store cards, and owes about £200 in total. She frequently receives letters from the stores about this money, but has been throwing them in the bin. The stores have her bank details on file and she does not have a free overdraft.			

Personalised Scaffolding and Adapted Materials

Offer visuals, exemplars, simplified text, writing frames, dual coding, use of white boards, and chunked instructions.

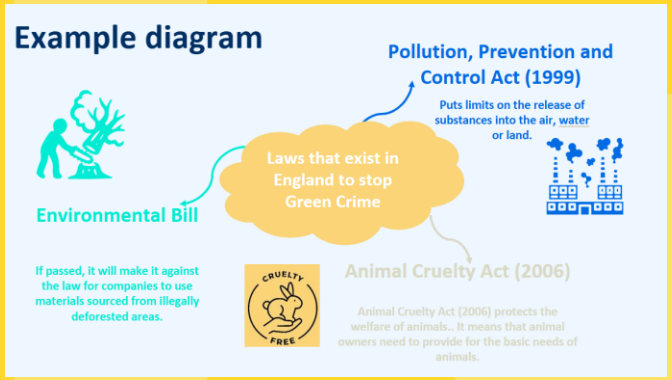


Strengthen Social & Emotional Learning

Embed self-regulation, emotional literacy, resilience, confidence-building, and coping strategies. SEND and disadvantaged students often benefit from explicit teaching of social understanding and emotional expression.

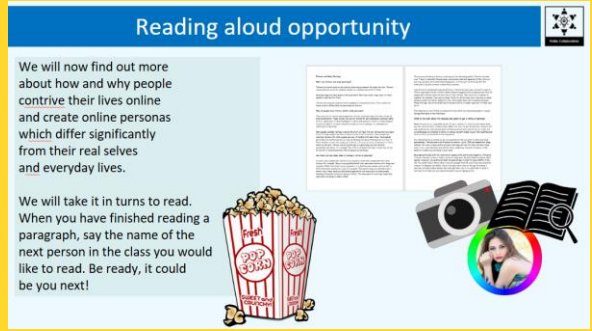
Representation and Inclusive Content

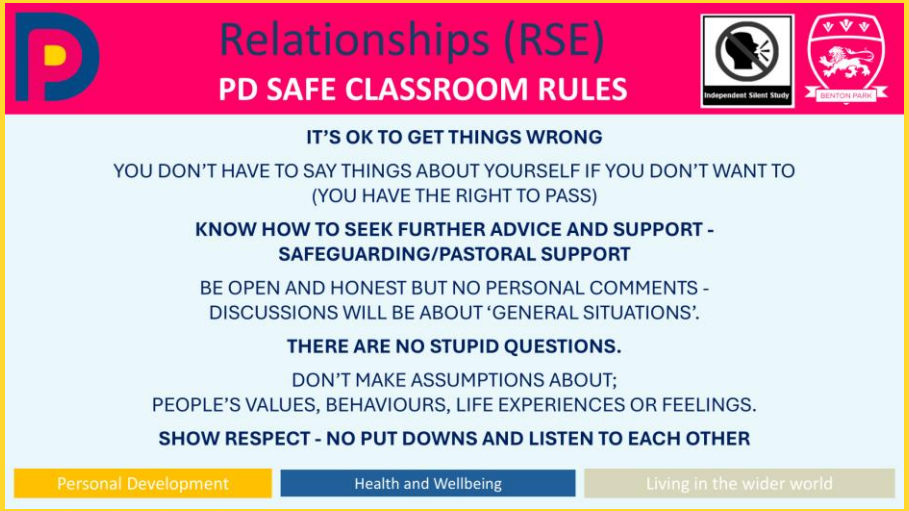
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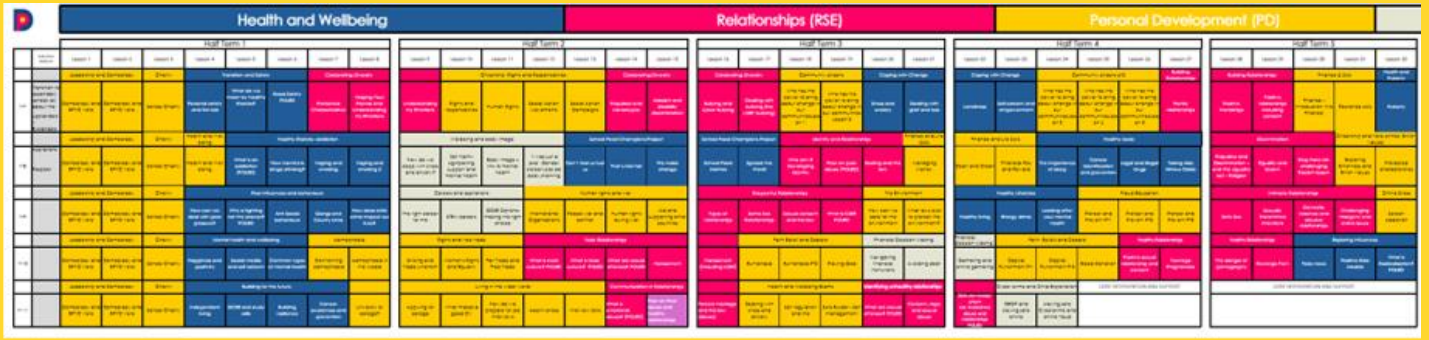


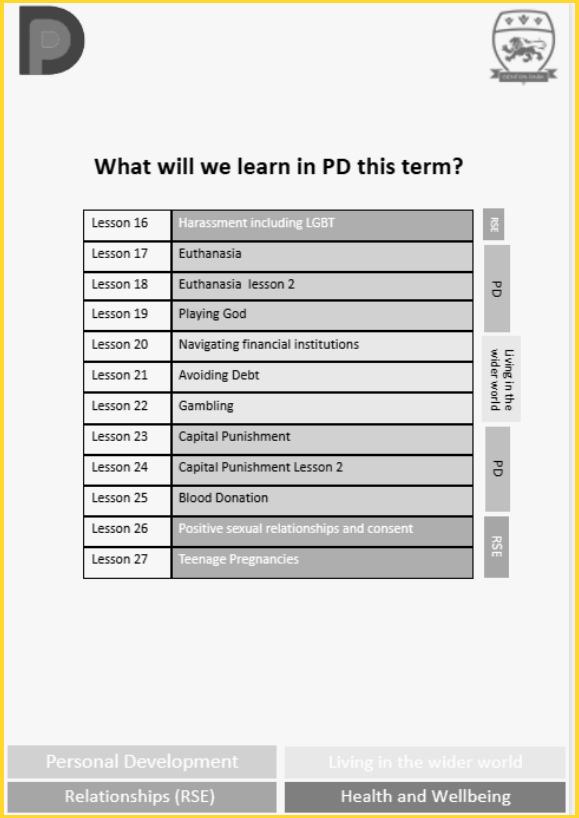
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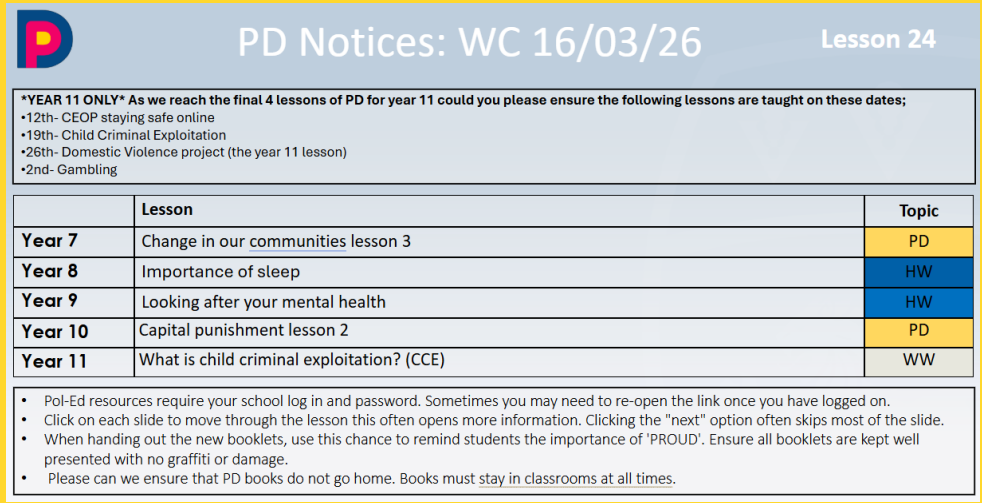






Design, Layout

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New SEND and disadvantaged specific resources to be shared with the hub.

Disadvantaged and SEND students will have a separate more bespoke set of resources they will be able to access in the hub. (coming soon).

Sign-posting and support information

Disadvantaged and SEND students may have fewer opportunities to learn how to navigate services independently. We ensure that this is explicitly shared at the end of each lesson and the information is directly linked to each topic.

End of term assessments.

All students are assessed at the end of each term. Key stage 3 assessments are all online multiple choice questions that immediately generate data for classroom teachers. Questions are designed to be simple to access and are multiple choice to ensure this is not stressful or complicated to complete for our disadvantaged and SEND students.

