

PSHE EDUCATION

Adapting lessons for home learning

With school closures due to the Covid-19 pandemic, many schools will currently be setting home learning activities for their pupils, and many will want to set home learning for PSHE education.

There is a lot you can do remotely to deliver some aspects of PSHE education but not all PSHE education topics are appropriate for remote teaching or home learning. We would therefore strongly advise you to carefully consider whether a topic is safe to be addressed remotely or through home learning before setting any work in the subject. For advice on choosing appropriate PSHE topics for home learning, see our [Guide to teaching PSHE remotely](#) during school closures.

Safe topic checklist

After reading the guidance, if you are in any doubt about whether work you are setting, or are planning to teach remotely is safe, always consider the following questions:

- Might the topic be difficult for some pupils to discuss or learn about in the home environment?
- Will this encourage or make it more likely that a pupil will go onto inappropriate or potentially harmful websites as a result of this lesson/activity?
- Might any content cause distress or anxiety to pupils?
- Might any content re-traumatise a pupil with personal experience of the topic?
- Does the lesson/activity provide sufficient signposting to trustworthy sources of support available to pupils should they wish to discuss the topic further, make a disclosure, or get advice and help?

Schools may be taking very different approaches to supporting pupils working at home, for example:

- making plans for remote learning delivered through live webinars
- sending home printed learning packs
- sharing learning activities on the school's Virtual Learning Environment (VLE)
- supporting parents to deliver aspects of home learning
- continuing to deliver lessons to pupils remaining in school, and having their 'at home' pupils dial in to the lessons through various online tools

Whatever approach your school is taking, this guide will support you to adapt existing PSHE lessons to be suitable for these new learning contexts.

Expectations

Whilst we want to continue emphasising the importance of learning, it is also important to be realistic in our expectations of what pupils are likely to achieve at home. Home learning can feel much more intense than being in the classroom, as activities have less variety, and pupils do not have the same opportunities to share ideas and collaborate on work.

Be mindful that pupils may also need time to ‘settle in’ to this new way of working and may not work at their usual pace or to their usual standard immediately. Pupils are also likely to have concerns about coronavirus which may make it harder for them to concentrate on learning for long periods of time. It may, therefore, be beneficial to provide pupils with a variety of shorter activities/topics, so that they can manage their time, take regular breaks and select for themselves the lessons they feel most able to engage with.

Safe practice

It is important that a safe learning environment continues to be maintained in a home learning situation, for example through ‘distancing the learning’ by not using the real experiences of pupils or people known to them as examples, as this can make pupils feel ‘put on the spot’ and less able to engage with the topic effectively.

Questions should be encouraged and provisions made for answering these, either virtually or through signposting support. For example, provide pupils with a list of trustworthy support services, so that they know where they can go if they are struggling to cope or if they have particular worries or queries. This list could include carefully chosen national and local support services.

Ensure that any adapted lessons continue to follow best practice. Our guide for [Choosing PSHE education resources](#) highlights key considerations that are applicable for home learning and for lessons taught in schools.

Adapting activities for home learning

Lesson activities carried out at home will need some adaptations to make them suitable for a one-to-one environment. When adapting lessons for home-learning, consider the following:

- Am I sure the topic is safe to address through home-learning (see ‘Safe topic checklist’ above)?
- How practical/realistic are the activities?
- Do any activities (e.g. group work) need to be completed in a different way?
- Could your pupils manage this work by themselves or in discussion with a parent?
- Could the instructions on the lesson plan be simplified for ease of use?
- Might any part of the lesson upset or worry pupils if they are working on it at home? If so, remove or adapt this section.

Additionally, reflect on how realistic suggestions in the lesson are in the light of social distancing measures. For example, while meeting friends and spending time outdoors are helpful strategies for maintaining positive mental health, these may be impractical under current restrictions. Therefore, remove or edit content to focus instead on achievable, realistic, positive strategies that pupils can adopt at home.

Here are some examples of how activities might be adapted to suit home-learning:

| Original activity | | Suggestions for adaptation |
|---|---|--|
| Class debate |  | Ask pupils to weigh up both sides of the argument and write a short, written conclusion |
| Whole class feedback |  | Give pupils key questions to consider, then condense key learning into a short summary and ask pupils to select the point they find most interesting/convincing |
| Paired work |  | Ask pupils to interview/quiz/ share their top tips with someone at home |
| Teacher sharing information |  | Provide pupils with a list of the key learning points and ask them to prioritise them/ select 3 key points to share with family members/ use them to create a 'top tips' poster/ create their own quiz from them |
| Exit cards/plenary feedback |  | Ask pupils to complete personal reflections/actions, e.g. to select a strategy and embed it in their daily routine/ to reflect on a positive change they have already implemented |
| Whole class attitude continuum (standing along an imaginary line across the classroom to show the extent to which they agree /disagree with statements) |  | Ask pupils to draw out their own continuum and mark down where they would place themselves at the start and end of a lesson |

Where possible, provide opportunities for pupils to share their PSHE work with you, for example by uploading completed activities to a shared VLE, or emailing photographs or summaries of their work to you.

Developing opportunities for PSHE education in daily life

Home learning can provide an excellent opportunity to embed PSHE education within household routines. Below are some examples of how learning in different PSHE topics can be applied to pupils' daily lives during the social distancing period:

| PSHE Topic | Activities |
|---|--|
| <p>Healthy lifestyles</p> | <ul style="list-style-type: none"> • Getting involved in cooking a healthy meal and discussing the importance of balanced food choices • Completing a short workout, followed by a conversation about how exercise makes someone feel and why it is important • Having conversations about the importance of hygiene, including hand washing, following current government guidelines, etc. |
| <p>Relationships</p> | <ul style="list-style-type: none"> • Discussing the importance of 'checking in' with friends and being kind to one another during challenging times • Keeping in contact with isolated family members or elderly relatives and having a conversation about the importance of doing this |
| <p>Mental health and emotional wellbeing</p> | <ul style="list-style-type: none"> • Completing a yoga or meditation session online, and discussing how these practices can help to promote positive mental health • Completing a journal on a daily or weekly basis to reflect on feelings and emotions • Discussing daily goals and achievements |
| <p>Digital literacy</p> | <ul style="list-style-type: none"> • Assessing the accuracy of sources of information after watching or reading media coverage, and recognising when and how to limit time accessing news coverage if it is causing feelings of anxiety or worry • Discussing safe use of online tools that can be used to stay in touch, e.g. keeping personal information and social media accounts private, being respectful to others online, etc. |

Over the coming weeks we will be regularly uploading lesson plans adapted for home-learning for our members on our [coronavirus support hub](#). But following the advice set out in this briefing will support you to adapt your existing lesson plans safely and effectively.

Good luck and do keep in touch!