

Nurture, Believe, Achieve, Succeed

Y7 Relationships/Self Awareness

Autumn Term 1 and 2

Y7 Formal

Objectives: To recognise and communicate things you like/dislike to complete booklet (Self Advocacy) to recognise differences people have

Skills	Knowledge	Suggested learning activities (including trips, activities)	Assessment
Use clear communication to identify things you like and dislike. Recognise your own uniqueness and understanding everyone is different. Explore skills/things they are good at. Identify things we are good at (strengths/talents).	Explore, identify and complete the booklet to describe things you like now, at age 11 Recognise the ways in which we are special and unique. Celebrate our own and others' achievements. Recognise things we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.	Print off the PSHE booklet in PSHE resources. Use mirrors to get students to draw themselves with support, recognise eye/hair colour, do they wear glasses, colour of skin etc. Measure student's height, weight, leg length, arm length etc. (very important to refer back to in year 9 with body changes), Use google maps to identify where you live, write in address/pic with support Family you live with now, names, age, pets, relationships Food tasting sessions (fruit and veg), recognising favourite foods: give a selection to choose from, explore how healthy their favourite food is, TV shows – name that tune! Use theme tunes to see what they recognise, identify what they like the most Movies –Play soundtracks from iconic movies such as Mary Poppins/Chitty/Charlie and Choc Factory/Star Wars etc. Show trailers of more modern movies, can they identify one they like, identify actors such as Rowen Atkinson in different roles, use behind the scenes footage of favourite movies to see it being filmed/make up/costume and begin to recognise actors and not real life! Computer games: Identify favourite game or website (YouTube, CBBC etc.), age restrictions (why) time spent (healthy/unhealthy)	• Observation • Marking • Photographic Evidence • Formative assessment • Quizzes Baseline Students using current RPS Levels.

		Favourite Animal: sound games, mothers and their babies, explore farm/pet/zoo animals, identify and draw favourite in booklets, why that animal? Music – play different genres of music; jazz, rock, classical, pop, country, opera etc. Identify what you like and enter in booklet Discuss as a group the differences their peers have and that even though they might like different things, they can still find things in common to build up friendships	
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Y7 Semi Formal

Objectives: Self-Advocacy: recognising things you like and dislike

Skills	Knowledge	Suggested learning activities	Assessment
Use preferred communication method to identify things you like/dislike Explore skills/things they are good at (art, music, dancing, reading, writing etc) to identify talents Be aware of the ways in which we are special and unique. Play games to help with praise or feeling let down and disappointed and how we can manage this.	Explore, identify and complete the booklet to describe things you like now, at age 11 Have an awareness that everyone likes different things Recognise things we enjoy or that make us feel happy.	Use preferred communication to identify things you like and dislike. Print off the PSHE booklet in PSHE resources. Use mirrors to get students to draw themselves with support, recognise eye/hair colour, do they wear glasses, colour of skin etc. Measure student's height, weight, leg length, arm length etc. (very important to refer back to in year 9 with body changes), Explore family you live with now, names, age, pets, relationships (write a letter home if needed) Food tasting sessions (fruit and veg), recognising favourite foods: give a selection to choose from, explore how healthy their favourite food is, TV shows – name that tune! Use theme tunes to see what they recognise, identify what they like the most Movies –Play soundtracks from iconic movies such as Mary Poppins/Chitty/Charlie and Choc Factory/Star Wars etc. Show trailers of more modern movies, can they identify one they like, identify actors such as Rowen Atkinson in different roles, use behind the scenes footage of favourite movies to see it being filmed/make up/costume and begin to recognise actors and not real life! Computer games: Identify favourite game or website (YouTube, CBBC etc.)	• Observation • Marking • Photographic Evidence • Formative assessment • Quizzes Baseline Students using current RPS Levels.

		Favourite Animal: sound games, mothers and their babies, explore farm/pet/zoo animals, identify and draw favourite in booklets, why that animal? Music – play different genres of music; jazz, rock, classical, pop, country, opera etc. Identify what you like and enter in booklet	
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Y7 Emergent

Objectives: To look at ourselves and what we like and dislike

- **Learn about themselves (identity, preferences, interests).**
- **Learn about others in their class and how they may be similar/different.**
- **Build early communication about themselves using AAC/PECS/signing.**
- **Develop turn taking and shared attention skills.**
- **Explore basic emotions linked to preferences.**
- **Build a sense of belonging and classroom community.**

- **KS5: Begin to communicate personal information to others when appropriate (e.g., “My name is...”, “I like...”, “I don’t like...”).**

Skills	Knowledge	Suggested learning activities	Links to accreditation (KS4 and KS5 if appropriate)
SKILLS Unit-Specific Skills Use preferred communication method to express likes/dislikes. • Respond to questions about themselves (with AAC/symbols). • Recognise familiar peers and staff. • Notice similarities and differences between self and others. • Show awareness of own characteristics (hair, eyes, glasses, height). • Participate in “getting to know you” routines (show and tell, greetings). • KS5: Tell others personal information using AAC (“My name is __”, “I like __”). General PHSE Skills • Make simple choices.	KNOWLEDGE Students will know: Unit-Specific Knowledge • Their own name and/or symbol representation. • Basic personal preferences (colours, foods, toys, music). • Who they live with (simple family recognition). • That everyone is different and that is OK. • That people have unique preferences and interests. • That sharing information helps people get to know each other. General Knowledge • How to recognise familiar people in their environment. • Simple greetings and social routines (hello/goodbye).	SUGGESTED LEARNING ACTIVITIES (PHSE-focused) All activities are appropriate for P4–P6 emergent learners and can be repeated yearly. 1. “All About Me” Activities • Create a simple “Getting to Know Me” booklet with: ○ name/photo ○ favourite colour ○ favourite toy ○ favourite food ○ favourite song ○ family members (simple symbol matching) • Use mirrors for recognising hair/eyes/glasses/height. • Match colour cards to hair/eye colour. 2. Interest & Preference Exploration • Sensory stations: textures, smells, sounds → record preferences. • Food tasting (dietary considerations applied) → record likes/dislikes.	Engagement Model • Exploration: engages with personal items, mirrors, sensory stations, photos, symbols. • Realisation: recognises preferences and familiar people; understands “this is me.” • Anticipation: anticipates identity routines and group introduction activities. • Persistence: continues exploring preferences, completing booklet tasks. • Initiation: communicates about themselves using AAC/PECS. Preparing for Adulthood (PfA) Independence: • Identifying personal preferences & needs • Expressing likes/dislikes

- Follow basic instructions (“choose”, “look”, “your turn”). - Match photos, symbols or items. - Participate in shared group activities. - Develop early social skills (waiting, watching, partnering). - Build attention and tolerance for joint attention tasks. EYFS Links (adapted for SEND) 1 Listening, Attention & Understanding 4 Managing Self 5 Building Relationships 6 Gross Motor Skills 7 Fine Motor Skills 17 Being Imaginative & Expressive	- AAC/symbols for “I like”, “I don’t like”, “friend”, “family”. - Basic awareness of individual identity (what makes <i>me</i> “me”). - KS5 extension: how to tell someone else what they need, like, or want.	- Music station: play short clips and track responses. - Animal preference activity using AAC, picture cards, and switch toys. 3. Getting to Know Others “Who likes what?” group activity: - show 2 choices (apple/banana, blue/red, cat/dog) - each student indicates their preference - compare results visually (simple chart or symbol posting) “Find someone who likes...” activity (visual matching). - Use peer photos with symbol labels (friend, classmate, helper). 4. Identity & Family - Explore “Who is in my family?” using photos or symbols. - Use family dolls/figures to match “mum/dad/sister/brother/carer”. “We Are Family” song with movement. - Draw or assemble “My Home” using pictures or symbols. 5. Emotional Connection - Introduce basic 5 emotions (happy, sad, angry, scared, disgust).	- Understanding simple identity (name, family) Employment: - Following simple social routines - Communicating preferences in group activities - Recognising strengths/interests (early vocational awareness) Community Inclusion: - Recognising familiar people - Practising greetings - KS5: telling trusted adults what help is needed Health & Wellbeing: - Understanding emotions - Learning what makes them feel better - Developing self-awareness and belonging
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		• Link emotion recognition to preferences: ◦ “This makes me happy.” ◦ “This makes me scared.” • Use songs: ◦ <i>The Feelings Song</i> (KidsTV123) ◦ <i>If You're Happy and You Know It</i> • Use mirrors to copy simple facial expressions. • Explore items that may cause strong reactions (plastic insects, slime, bubbles). 6. Social Interaction Activities • Circle time “Hello, my name is...” with AAC. • Pass-the-parcel identifying who it lands on (“This is ___”). • Turn-taking games to build early peer awareness. • Partner sorting activities (“We both like...”; “We are different because...”). 7. “Sharing About Me” • Practice using AAC sentence starters: ◦ “My name is ___.” ◦ “I like ___.” ◦ “I don’t like ___.” ◦ “I live with ___.” ◦ “I need help with ___.” • Greetings in community contexts (office, reception, familiar staff).	EYFS Early Learning Goals • Listening, Attention & Understanding • Managing Self • Building Relationships • Gross & Fine Motor Skills • Imaginative & Expressive Development
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| | | <ul style="list-style-type: none">• Identifying trusted adults and telling them something about themselves. | |
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8. Reflection & Recording

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| | | <ul style="list-style-type: none">• Add all findings to the Getting To Know You booklet.• Use the booklet as a baseline to compare future years (Year 9, Year 11, Year 14). | |
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