

KALEIDOSCOPE

SEN Overview and Rationale P1i to NC1a

Welcome to the Kaleidoscope SEN section of PSHEE/SEAL within this whole Scheme. The teacher can select activities where appropriate to match to the current levels of the pupils. The SEN aspect has been designed to stand alone from year groups wherever possible - a 'Stage not Age' approach. It is focussed upon level and need, which will match to the range of pupils you are teaching.

The activities in the SEN aspect are there to provide additional resources to the PSHEE/SEAL pack as a whole, and have been designed to signpost into the specific modules in PSHEE/SEAL. Many of the resources from both Primary and Secondary SEAL can be used to support the learning outcomes, though judgements will need to be made by teachers with regard to pupils with specific needs e.g Hearing Impairment, as schools start to build their own resources packs to support delivery.

The SEN packs provide suggestions for possible activities which support the learning and give learning intentions from Pii to NC1a documentation for PSHCE. The P-Level Descriptors have been taken straight from the QCA documentation for PSHCE.

Each module has overviews for levels Pii to NC1a. The overviews give:

- P-Level Descriptors
- Key questions for each of the 6 themes
- Intended learning outcomes/experiences
- Suggested resources
- Sample lessons to demonstrate differentiation of year group lessons from the Kaleidoscope scheme.

The suggested activities relate to each level, but they are interchangeable, differentiable and not exhaustive. Primary SEAL activities can also be adapted for the levels of pupils in your class, however should be adapted with age appropriateness in mind. Tracking sheets can be adapted to include the intended learning outcomes/experiences for your pupils.

Kaleidoscope: Exploring Being Me at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
BEING ME: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> Experiencing Being Me That I am someone who Experiences The Space of Me Others Around Me What diverse range of sensory and physical activities do I show a response to?	<ul style="list-style-type: none"> To engage in a variety of experiences that enable me to feel part of my world To be able to deal comfortably with a variety of experiences 	A variety of resources that are encountered by an individual, that give them an awareness of space, time and self, e.g. a variety of environment experiences that enable individual focus.
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> There are some things I am aware of There are times when I am aware of experiences outside of being me Which experiences - considered and planned - make me begin to show myself to you? What are my reactions telling you? Are they planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of objects that hold particular interest for me To show - through engagements and awareness - that other people exist 	A selection of resources and experience based activities that can be consistently repeated and experimented with, e.g. objects with a favoured smell, sound or texture. All experience reactions are noted to uncover a picture of the student.
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> There are things in my personal space that I respond consistently to There are others around me who can help me explore myself and my world Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar things in my world To share joint participation and interest within the world 	A collection of resources that present as objects, activities and experiences (including people!), e.g. a box of preferred items and experiences that meet with particular sensory needs - silk material to drape over skin, or the feel of a fan blowing air on a person.
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are some things I respond consistently and positively to There are some things I recognise - I can demonstrate this to you There are some experiences that make me aware of another person - I like this Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To respond consistently to a selection of familiar items / objects / experiences / people To demonstrate learnt responses To engage and work proactively with others in my world 	A variety of resources within my world that allow me to explore and demonstrate my preferences to another, e.g. preferred music, sounds or beats.
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> Other people are of interest to me There are activities and experiences that involve my gathering focus There are some experiences that make me aware of another person - I like this Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To begin to communicate and request preferred experiences To show developing awareness and interest in the results of their actions and the actions of others To begin to develop independent exploration of objects 	A collection of familiar activities, experiences or materials that are familiar to me and sustain my interest - e.g. a prepared photo book, video or 'photostory' on the computer, of me and my family.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> There are things in my world that I understand I can begin to control, choose and explore what it is to be in my world How can I develop my current repertoire of responses? How can I be given control in my world?	<ul style="list-style-type: none"> To make a choice between options To be able to initiate communication with another person (peer, adult or other) To demonstrate a remembered response 	Augmentative Communication approaches that allow a student to express preference and make a choice within their own world - e.g. pointing to a favoured item or experience of 'joint exploration' like paint/shaving foam art.

Kaleidoscope: Being Me - Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p> <p>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 to simple questions about familiar events or experiences.</p>	<p>Who are my friends?</p> <p>How do I know when someone is sad, happy, cross?</p> <p>What are some similarities and differences between me and my friend?</p> <p>Who am I?</p> <p>What do I know about my class?</p> <p>What do I know about my family?</p>	<p>I know something about my friend that is the same as me.</p> <p>I know something about my friend that is different to me.</p> <p>I know when somebody looks cross.</p> <p>I know when somebody looks sad.</p> <p>I know when somebody looks happy.</p> <p>I can choose symbols to match a photo of me.</p> <p>I can choose symbols to match a photo of my friend.</p> <p>I can compare photos of me growing up; baby, child, teenager.</p> <p>I know my class name.</p> <p>I know who's in my class.</p> <p>I know something we like doing together.</p> <p>We can decide together how to make the classroom a good place to be.</p> <p>I can show my group photos of my family.</p> <p>I can choose matching symbols for me and somebody in my family.</p> <p>I know my target.</p> <p>I know what will happen when I achieve my target</p> <p>I can choose the names that I like best.</p> <p>I know all my names.</p> <p>I know some people in my school who have the same name.</p> <p>I can communicate names of some people in my family.</p>	<p>Photographs from Kaleidoscope and Rainbow resources</p> <p>Emotions pictures</p> <p>Photographs from the internet showing people in different situations</p> <p>Photographs of students as babies, young children and now</p> <p>Family photographs</p> <p>Pictures of things each student likes</p> <p>Names</p>

Kaleidoscope: Being Me - Personal Identity - Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P6 Pupils respond to others in group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p> <p>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. 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.</p>	<p>How do people show when they are happy, sad, angry?</p> <p>What are some similarities and differences between all kinds of people?</p> <p>What do I know about me?</p> <p>What do I know about others?</p> <p>What do I know about my family?</p> <p>What do I need to do to take part in a group decision?</p> <p>What do I know about names?</p>	<p>I can communicate some ways people show they are happy.</p> <p>I can communicate some ways people show they are sad.</p> <p>I can communicate some ways people show they are angry.</p> <p>I can find similarities between all kinds of people: the way they look; the feelings they have; the way they know what is right and what is wrong.</p> <p>I can communicate things about me.</p> <p>I can listen to other people communicating things about me.</p> <p>I can communicate things about others.</p> <p>I can communicate the differences between what I could do as a baby, as a child, now I am a teenager.</p> <p>I can contribute to a group decision.</p> <p>I can accept my ideas may not be chosen.</p> <p>I can say what makes me feel good about my class group.</p> <p>I can say what makes me feel good about being in a group outside school.</p> <p>I can communicate some things my family like doing together.</p> <p>I can communicate something that is the same between me and someone in my family.</p> <p>I can communicate something that is different between me and someone in my family.</p> <p>I know what my targets are.</p> <p>I can understand what I need to do to achieve my targets.</p> <p>I can sort girls and boys names.</p> <p>I know some titles for adults; Mr. Mrs. Miss Dr. etc.</p> <p>I know what I prefer to be Called.</p> <p>I have experienced hearing and seeing my name in another language.</p>	<p>Photographs from Kaleidoscope and Rainbow resources</p> <p>Emotions pictures</p> <p>Photographs from the internet showing people in different situations</p> <p>Photographs of students as babies, young children and now</p> <p>Pictures of activities the students do outside of school</p> <p>Family photographs</p> <p>Pictures of things each student likes</p> <p>Names</p> <p>Puppets</p>

Kaleidoscope: Being Me - Personal Identity - Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 rule in games and show awareness of how to join in. in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	What do I know about feeling proud? What do I know about feeling ashamed? How do people show their feelings? What am I like? What do I know about the groups I belong to? What is the group identity? Why are names important?	I can choose somebody I know who has done something they are not proud of. I know somebody famous who has done something to be proud of. I know somebody famous who has done something they are not proud of. I know people show their feelings in different ways: What they do; what they say; how they say it. I can use the things I know about me and the things other people know about me to make a personal book/poster/passport/ PowerPoint presentation to tell people who I am. I know who in my group I can work with, without help. I know who I need help to work with in my group. I can work on my own sometimes. I know the class charter helps us respect each other and stay safe. I can make choices about how to celebrate achieving my targets. I can communicate some things that are important out my school. I know sometimes I choose things because I have seen them on TV or somewhere else. If I changed my name I know what I would choose. I have found out about names used in some other countries. I know what an identity badge is. I have talked about why names are important and why some people's names change. I can make a logo for my name or a family crest.	Photographs from Kaleidoscope and Rainbow resources Emotions pictures Photographs from the internet showing people in different situations Pictures of famous people Photographs of students as babies, young children and now Family photographs Pictures of things each student likes Pictures of activities students do outside of school Names Class charter PowerPoint showing a range of products from advertisements. Examples of identity badges Current clips from TV Comics Teen magazines Puppets

SEN Example Lesson Plan P Level 4-8

THEME: Being Me - Personal Identity - Who do we think we are - Our Group Identity

LEARNING INTENTION/I'

P4 P5

- I know my class name.
- I know who's in my class.
- I know something we like doing together.
- We can decide together how to make the classroom a good place to be.

VOCABULARY

Class, like, same, different (with symbol cards).

RESOURCES

- *Images used should, where possible, be meaningful to the students, ideally including photographs of the students.*
- Photographs of students in class with names. Class name
- Symbol cards; like; same; different
- Photographs, pictures and artefacts of things each individual likes
- Photographs of students doing things they like

TEACHING/LEARNING ACTIVITIES

Engagement

Circle time activity: 'Hello (name of student) how are you?' (Name of student) likes..... (with visual props or artefacts).

Core Activity

Students pick 3 or 4 things about themselves: name and 2 or 3 other things chosen from photographs, pictures, artefacts.

Make a class poster with the names of students and a selection of things they like.

Plenary

Looking at poster together
Relaxation

KEY QUESTIONS

What do we like?
Who likes the same things?
Who likes different things?

AFL

Understanding of like, same, different
Ability to make a relevant choice

DIFFERENTIATION

Some students will need to use switches/signs or other communication aids in addition to symbols.

CROSS CURRICULAR OPPORTUNITIES

Literacy - vocabulary

NOTES

Kaleidoscope: Being Me Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1C Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate and awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p> <p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p> <p>1A Personal Skills Pupils are confident in communicating choices and decisions to familiar people in a familiar situation. They recognise and reflect on the consequences of their actions. They are able to identify and label feelings.</p> <p>Working with Others Pupils are involved in a range of familiar group tasks. They communicate with members of a familiar group about the task, adding detail to their ideas and discussions. With adult guidance, they are beginning to participate in the group as a leader, follower and initiator. They are able to convey what they did during the group task.</p> <p>Independent Skills Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.</p>	<p>What is identity?</p> <p>What makes us human?</p> <p>Who am I?</p> <p>What factors make me who I am?</p> <p>What am I good at?</p> <p>What good qualities do I have?</p> <p>What makes me feel happy or sad?</p> <p>What affects your won personal identity?</p> <p>How does a person's identity affect how I see them?</p> <p>How do names and labels make people feel?</p> <p>What is this person feeling? How do I know that?</p> <p>How do my friends and family influence me?</p>	<p>Pupils can look for clues to someone's identity.</p> <p>Pupils can name some factors that give a person an identity.</p> <p>Pupils can recognise how a person is feeling by what they say.</p> <p>Pupils can identify some things they are good at.</p> <p>Pupils can recognise what makes them happy and sad.</p> <p>Pupils can begin to see things from the other point of view.</p> <p>Pupils know that dress and skin colour are not the only factors in a persons identity.</p> <p>Pupils can recognise how a person is feeling by what they say and by their body language.</p> <p>Pupils can express positive qualities about themselves.</p> <p>Pupils can identify and respect differences and similarities between themselves and others.</p> <p>Pupils can discuss factors that contribute to their own identity.</p> <p>Pupils can share their opinion on things that matter to them and explain their views.</p> <p>Pupils can identify things that are important to them and share this with a group.</p> <p>Pupils begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</p> <p>Pupils begin to recognise their own and other peoples feelings.</p>	<p>Kaleidoscope resources from 'Being Me' scheme of work</p> <p>Primary SEAL resources;</p> <p>Photo cards Posters All resources can be found on the national strategies site</p> <p>www.primaryresources.co.uk/pshe/pshe - good source of PowerPoint presentations for teaching PSHE</p>

SEN Example Lesson Plan NC Level 1

THEME: Being Me -Who do we think we are?

LEARNING INTENTION/I'

- I can identify some things I am good at
- I can identify differences between myself and others
- I can identify similarities between myself and others

VOCABULARY

Identity, group identity, differences, similarities.

RESOURCES

- Digital camera
- Photographs
- Examples of coat of arms/shields

TEACHING/LEARNING ACTIVITIES

Engagement

- Play a warm up game: In a circle ask students to say one thing they are good at such as football, drawing, swimming.
- In pairs find one thing you have in common and one difference you share, for example each student has a pet but only one student has blue eyes. After students have shared their responses focus on the factors the class has in common.
- List some of them on the board. What other similarities exist within the group?

Core Activity

What makes an identity? As a class list at least five ways in which everyone is different from everyone else. Then complete a list of similarities which people could share.

Tell the students they also have a group identity. Ask the students what they have in common (they attend the same school, same class, live in the same town). All of these similarities make up part of their personal identity but also form part of their group identity. Discuss how identity is created by many factors: physical appearances, clothing, hobbies, and family.

Provide students with a large piece of paper. They are going to create an identity shield. Explain how shields often displayed a coat of arms. The coat of arms showed symbols that represented the person or their family. In the middle leave a space for their photographs. Students can write down or find pictures of things that symbolise their own identity, this could include family, favourite football team, foods or colour, religious beliefs, clothing, different clubs.

Plenary

Students feed back on their finished piece, explaining what each part has to do with their idea of identity.

KEY QUESTIONS

- Who am I?
- What is identity?
- What factors make me who I am?

AFL

Through discussion

DIFFERENTIATION

By outcome

CROSS CURRICULAR OPPORTUNITIES

NOTES

Kaleidoscope: Exploring Your Money at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
YOUR MONEY: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> Experiencing Being Me That I am someone who Experiences The Space of Me Others Around Me What diverse range of sensory and physical activities do I show a response to?	<ul style="list-style-type: none"> To engage in a variety of experiences that enable me to feel part of my world To be able to deal comfortably with a variety of experiences 	From experiencing being part of a real-life shopping experience, to the act of sharing and giving or receiving an object upon receipt of another.
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> There are some things I am aware of There are times when I am aware of experiences outside of being me Which experiences - considered and planned - make me begin to show myself to you? What are my reactions telling you? Are they planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of objects that hold particular interest for me To show - through engagements and awareness - that other people exist 	A selection of resources and experience based activities that can be consistently repeated and experimented with, e.g. feeling a selection of coins or hearing a selection of coins being shaken in a tube.
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> There are things in my personal space that I respond consistently to There are others around me who can help me explore myself and my world Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar things in my world To share joint participation and interest within the world 	A collection of resources that present as objects, activities and experiences (including people!), e.g. exploring a pre-prepared selection of activities which stimulate interest - placing and exploring objects in a rustling bag.
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are some things I respond consistently and positively to There are some things I recognise - I can demonstrate this to you There are some experiences that make me aware of another person - I like this Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To respond consistently to a selection of familiar items / objects / experiences / people To demonstrate learnt responses; To engage and work proactively with others in my world 	A variety of exchange and receive objects, resources and materials that enable exciting interactions with another - e.g. balloon filled with coins, a shopping basket of favoured items - coexisting with the activities provided to the rest of the class group.
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> Other people are of interest to me There are activities and experiences that involve my gathering focus There are some experiences that make me aware of another person - I like this Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To begin to communicate and request preferred experiences; To show developing awareness and interest in the results of their actions and the actions of others. To begin to develop independent exploration of objects. 	A shopping till to coactively explore, with a selection of 'objects in a shop' to purchase, engage and interact with: generating role-play and modelling language.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> There are things in my world that I understand I can begin to control, choose and explore what it is to be in my world How can I develop my current repertoire of responses? How can I be given control in my world?	<ul style="list-style-type: none"> To make a choice between options; To be able to initiate communication with another person (peer, adult or other); To demonstrate a remembered response 	To exchange and receive goods in a real-life experience - e.g. purchasing snacks and items from a local store, using a prepared wallet or purse of coins or notes - using a rehearsed communication script (see above) to maximise involvement and participation.

Kaleidoscope: Your Money and Your Life Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p>	<p>What do we use money for?</p> <p>Where can we see advertisements?</p> <p>Who can help us find things on the Internet?</p> <p>Can we find some of our favourite shops on the Internet?</p> <p>What is bullying?</p> <p>How does bullying make you feel?</p> <p>What can we enjoy on the Internet?</p> <p>Who can help us use the Internet?</p> <p>What make us feel safe?</p> <p>We can only buy things if we have enough money for them.</p> <p>Do we want to buy the same things as our friends?</p> <p>How do we search for products online?</p> <p>How do people pay for things they buy online?</p> <p>What should you do if you are being bullied?</p> <p>What should you do if you know somebody who is being bullied?</p> <p>When does communication make us feel good?</p> <p>When does communication make us feel bad?</p> <p>How can a password help us keep safe?</p> <p>Why is it important to know the truth?</p> <p>How does stealing make us feel?</p>	<p>I can respond to a variety of media advertising indicating my likes and dislikes.</p> <p>I can indicate what interests me?</p> <p>I have experienced exchanging money for a product in a shop, with support.</p> <p>I have experienced looking at pictures of familiar products online.</p> <p>I can recognise some familiar brand logos.</p> <p>I can sort pictures of scenarios into kind/unkind groupings.</p> <p>I can match feelings symbols to pictures of scenarios.</p> <p>I have experienced using a range of communication methods including computers and phones with support.</p> <p>I can sort photos and cartoon images of people into real and unreal groups.</p> <p>I can sort photos of people into groups. Those I know and Those I don't know.</p> <p>I know I need money to pay for things in shops.</p> <p>I can indicate why I like an advertisement.</p> <p>With support I can search for a product of my choice on the Internet.</p> <p>I know people can pay for things with a card.</p> <p>I can communicate I need help if someone is being unkind.</p> <p>I know when I'm being unkind to someone else.</p> <p>I know I can communicate with others using the Internet.</p> <p>I know I can communicate with others using a phone.</p> <p>I have experienced using a password on the computer.</p> <p>I can recognise true and false in a range of situations.</p>	<p>Examples of familiar advertisements aimed at young people</p> <p>Visits to local shops</p> <p>A small list of Internet sites selling similar products</p> <p>A selection of familiar brand logos</p> <p>Feelings word/symbol cards</p> <p>Scenario pictures</p> <p>Appropriate recordings of familiar TV soap dramas</p> <p>Appropriate online games:</p> <p>Photos and picture cards to show bullying scenarios</p> <p>Photos and pictures to show friendly relationships</p> <p>Pictures of safe and unsafe situations. Word/symbol labels to categorise the pictures</p> <p>Access to local shops</p> <p>Real and teaching money</p> <p>Recorded TV advertisements</p> <p>Simple pictograms to record popularity of familiar products</p> <p>Teen magazines</p> <p>Email access</p> <p>Mobile phone</p> <p>Feelings word/symbol cards</p> <p>Sequenced visual prompt cards to show how to search for a specified item</p> <p>A selection of bank cards</p> <p>Pictures of people who can help and support. Parents, teachers, friends, police etc.</p> <p>Pictures of friends communicating happily</p> <p>Simple true and false reports and accounts to contrast and compare</p> <p>True and false scenario cards</p> <p>Simple true and false games</p>
<p>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 to simple questions about familiar events or experiences.</p>			
<p>P6 Pupils respond to others in small group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p>			
<p>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. 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.</p>			

Kaleidoscope: Your Money and Your Life Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 in different situations. They understand agreed codes of behaviour, which help groups of people, work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	What is an advertisement? Can we find similar products in a range of prices? What is good about buying things online? What are some problems about buying things online? How can technology help us? How can technology harm us? What rules could we make to help protect us from risks? When do we feel safe? Why is it important to check the information we see online? How does it feel to be tricked?	I can compare advertisements for similar products and say which one I like best. I know that advertisements are made to encourage people to buy things. I can match what I choose to buy, to how much money I have to spend. I can say why shopping on the Internet can be easier than going to the shops. With support I can compare prices of familiar products on the Internet. I know only adults use cards to buy things on the Internet. I can show that I know where cyber bullying takes place. I know how bullying makes people feel. I know some problems and risks in using the Internet. I know I need adult help to stay safe when I use the Internet. I know a password can help to protect me. I know that some information on the Internet is not true.	Simple charts to record prices of similar products: cheaper and more expensive brands A range of advertisements presented through a range of media: Magazines, TV, Internet, billboard posters etc. Picture cards showing familiar products Price cards to match to pictures or products from the Internet and from shops to compare values A visit to a bank Bank cards Pictures of mobile phones, personal computers and laptops Word/symbol cards and pictures to categorise into helpful and unhelpful groupings Poster making materials: Risks and possible solutions Optical illusions and other example of tricks

SEN Example Lesson Plan P Level 4-8

THEME: Your Money and Your Life - Brand Awareness

LEARNING INTENTION/I'

P6&7

I can exchange money for goods in shops

I can find an advertisement in a magazine and some other places

I can say what I want to buy. I can think about why I want it

VOCABULARY

Money, buy, pay, advertisement, like, dislike, shop, popular, want, need, brand, persuade, expensive, cheap.

RESOURCES

- Pictures of products with price cards and teaching or real money to make a 'shop' scenario
- Magazines
- Access to the Internet
- Examples of brand logos and advertisements in a category popular with the pupils, eg Fast Food
- Outlets, Clothes or Computer Games
- Recorded TV Advertisements

TEACHING/LEARNING ACTIVITIES

Engagement

Reinforce previously agreed Ground Rules. The pupils will look, listen and contribute.

Introduce the lesson topic:

Advertisements and buying things. The pupils will listen to an explanation of new vocabulary: advertisement.

Circle Time Round: Memories. Each pupil to make a simple statement about a shopping trip they can remember. Pupils will use their preferred method of communication to express their recollections.

Shopping: Look at a collection of shopping cards illustrating goods popular with the pupils, with realistic price tags attached. Ask individual pupils to select something from the shop and say what they will need to do if they want to buy it. Help pupils select money to 'pay' for the item. Ask the question: Can we always buy the things we see and want in shops? Pupils will look, listen and take turns to participate.

Core Activity

Each pupil to have a teen magazine and find an advertisement that they like. Ask for simple statements about the selected advertisements. Ask pupils if they can think why the advertisements are in the magazine. Pupils will listen to each other and take it in turns to express their ideas.

Project some fast food brand logos onto the whiteboard. (Use another category of goods if preferred) Ask pupils to take it in turns to comment on what they see. Discuss the universal recognition of the logos.

Pupils to work in groups to look at advertisements for fast food outlets. Encourage discussion amongst the pupils in the groups. Some pupils could look on the Internet with support. After discussion time ask pupils to each choose their favourite advertisement. Pupils will show the class their chosen advertisement and answer some simple questions which could be asked by adults and pupils:

What is the advertisement about? Why do you like the advertisement? What does the advertisement tell you? Is the advertisement a persuader? (There may need to be an explanation of the term persuader)

There will be an opportunity to make a simple class survey to find out which is the most popular fast food outlet amongst members of the class, linked to the advertisements they have chosen. The advertisements or logos could be used to make a pictogram.

There could be an opportunity to reinforce healthy eating messages at the end of this part of the lesson.

Plenary Circle Time: Play a simple memory game like: 'I went shopping and I bought', with pupils trying to remember all the items mentioned. Play Kim's games with the brand logos or other items used in the lesson. The pupils will take it in turns to participate with appropriate levels of support.		
KEY QUESTIONS What is an advertisement? We can only buy things if we have enough money to pay for them. Do we want to buy the same things as our friends?	AFL Assessment opportunities: Pupils will have opportunity to show they understand how goods are purchased. Pupils will have opportunity to show they can communicate their preferences, likes and dislikes. Pupils will have opportunity to show they can take turns and cooperate with others.	
DIFFERENTIATION One to one support should be given to individuals as necessary. Some pupils may require augmentative communication systems. More able pupils could demonstrate their ICT skills in seeking information on the Internet.		
CROSS CURRICULAR OPPORTUNITIES ICT Food Technology and healthy eating Communication Maths Art and Design		
NOTES		

Kaleidoscope: Your Money and Your Life - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1C Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate and awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p> <p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p> <p>1A Personal Skills Pupils are confident in communicating choices and decisions to familiar people in a familiar situation. They recognise and reflect on the consequences of their actions. They are able to identify and label feelings.</p> <p>Working with Others Pupils are involved in a range of familiar group tasks. They communicate with members of a familiar group about the task, adding detail to their ideas and discussions. With adult guidance, they are beginning to participate in the group as a leader, follower and initiator. They are able to convey what they did during the group task.</p> <p>Independent Skills Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.</p>	<p>What is personal choice?</p> <p>What is fair trade?</p> <p>Who influences our buying decisions?</p> <p>How do advertisers persuade us to spend money?</p> <p>What is credit?</p> <p>What is debt?</p> <p>What is gambling?</p> <p>How many different ways can we pay for things we buy?</p> <p>How can I purchase an item online?</p> <p>What are the dangers of buying goods online?</p> <p>How can I protect myself online?</p> <p>What is meant by illegal download?</p> <p>What are pirate goods?</p> <p>How do I recognise a 'scam'?</p> <p>How does peer pressure affect our spending?</p> <p>How does the media affect out spending?</p>	<p>Pupils know that personal choice is important.</p> <p>Pupils can make choices about what they buy.</p> <p>Pupils understand value of coins and notes.</p> <p>Pupils know what gambling is.</p> <p>Pupils can explain simple financial terms.</p> <p>Pupils can understand what the term budget means.</p> <p>Pupils understand the term 'fair trade'.</p> <p>Pupils know that advertisers use persuasive language.</p> <p>Pupils can compare prices and make judgements on best value</p> <p>Pupils understand the potential problems of buying on line.</p> <p>Pupils are aware of different means of payment.</p> <p>Pupils understand they have a choice in what they buy.</p> <p>Pupils can recognise ways in which money can be made illegally.</p> <p>Pupils can understand different types of special offers used when buying goods.</p> <p>Pupils can make an informed choice about buying online.</p> <p>Pupils begin to understand what influences their spending.</p> <p>Pupils can recognise the risks associated with making money illegally.</p>	<p>Kaleidoscope resources in 'Your Money & Your Life' scheme of work</p> <p>Pfeg resources: 'Spending Sense' available online to support KS3 pupils with moderate special needs</p> <p>'Making Money Real' available online</p> <p>www.moneymakesense.co.uk</p> <p>www.pfeg.org</p> <p>www.moneymatterstome.co.uk</p> <p>workshop area has an interactive ATM</p>

SEN Example Lesson Plan NC Level 1

THEME: Your Money & Your Life - Brand Power	
LEARNING INTENTION/I'	
NC Level 1 I know my personal choice is important I can make choices about what I buy I can understand what influences my spending	
VOCABULARY Influences, advertising, marketing, peer pressure, personal choice, brand, logo.	
RESOURCES • PowerPoint presentation 'Buying by Brand' • Selection of magazines/newspapers containing adverts • £ coin	
TEACHING/LEARNING ACTIVITIES	
Engagement Remind students of ground rules or group charter. Stand or sit in a circle and pass around a pound coin, 'with this pound I would buy a.....' Once the students have all suggested an item discuss why they chose what they did. Introduce the term influence. What influences them to buy things?	
Core Activity Using the PowerPoint slide – 'who are they?' Ask the students to identify the partial corporate logos. Ask students to consider: • What were the easiest to identify? • What were the hardest? • Would it be easy in black and white or does colour play a part in the brand logo? Read through Influences slides (3 & 4), asking students to agree or disagree with each influence. Ask students what was the last thing that they bought. Who or what influenced them to buy it? Discuss peer pressure. Using slides 7-10 discuss how effective these adverts were and why. Can students tell you their favourite adverts? In groups provide students with a selection of magazines and papers. Tell them they are going to make a collage of adverts they can find. They must organise the adverts onto two sheets: • Influences us a lot • Does not influence us	
Plenary Ask groups to share their work with the rest of the class. Are there any similarities in what they have chosen? Elicit responses to assess why they have chosen particular styles. Does it use glamour, humour, use of celebrities, sport? Show students slide 5. Remind students that these factors affect their personal choices when they spend their money.	
KEY QUESTIONS Who influences the buying decisions we make? How do advertisers persuade us to spend our money?	AFL Feedback on collages enables the students to reflect on their personal choices.
DIFFERENTIATION Through grouping	
CROSS CURRICULAR OPPORTUNITIES Links to non-fiction texts/persuasive writing in Literacy	
NOTES	

Kaleidoscope: Exploring Relationships at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
RELATIONSHIPS: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> A relationship with Me That I am someone who Experiences The Space of Me Others Around Me What diverse range of sensory and physical activities do I show a relationship awareness of?	<ul style="list-style-type: none"> To engage in a variety of experiences that enable me to feel part of my world To be able to deal comfortably with a variety of experiences 	A variety of resources that are encountered by an individual, that give them an awareness of space, time and self, e.g. a variety of environment experiences that enable individual focus.
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> There are some things I am aware of There are times when I am aware of my relationship with things in the world Which experiences - considered and planned - am I beginning to have a personal relationship with? What are my reactions telling you? Is my observed relationship planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of objects that hold particular interest for me To show - through engagements and awareness - that other people exist 	A selection of resources and experience based activities that can be consistently repeated and experimented with, e.g. objects with a favoured smell, sound or texture. All experience reactions are noted to uncover a picture of the student.
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> I have relationships with things in the world which I am responding consistently to; There are others around me who can help me explore my relationship with the world. What relationships with the world hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar things in my world To share joint participation and interest within the world 	A collection of resources that present as objects, activities and experiences (including people!), e.g. a box of preferred items and experiences that meet with particular sensory needs - silk material to drape over skin, or the feel of a fan blowing air on a person.
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are some people I recognise - and I can demonstrate my understanding of this There are some experiences that make me aware of another person - I like this. What experiences - considered and planned - show you that I am remembering another individual?	<ul style="list-style-type: none"> To respond consistently to a selection of familiar items / objects / experiences / people To demonstrate learnt responses; To engage and work proactively with others in my world 	A variety of resources within my world that allow me to explore and demonstrate my preferences to another, e.g. preferred music, sounds or beats.
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> Building relationships appears to be of interest to me There are activities and experiences that involve my gathering focus How do you know when I want to interact with you? What do I look like when I recognise a person or people that I know?	<ul style="list-style-type: none"> To begin to communicate and request preferred experiences; To show developing awareness and interest in the results of their actions and the actions of others. To begin to develop independent exploration of objects. 	A collection of familiar activities, experiences or materials that are familiar to me and sustain my interest - e.g. a prepared photo book, video or 'photostory' on the computer, of me and my family.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> There are people in my world who I can communicate with I can begin to control, choose and explore my relationships with others How do I show that I recognised a familiar person? How can I be given control in my relationships with others?	<ul style="list-style-type: none"> To make a choice between options; To be able to initiate communication with another person (peer, adult or other); To demonstrate a remembered response 	Augmentative Communication approaches that allow a student to express preference and make a choice within their own world - e.g. pointing to a favoured item or experience of 'joint exploration' like paint/shaving foam art.

Kaleidoscope: Relationships Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p>	<p>What are the things I choose?</p> <p>What are the things I like?</p> <p>What things do I dislike?</p> <p>Who is in my family?</p> <p>Who is in my class?</p> <p>How do we greet people?</p> <p>How do people know when I am sad/angry?</p>	<p>I can communicate my needs.</p> <p>I can communicate my choices.</p> <p>I can recognise people in my family.</p> <p>I can recognise people in my class.</p> <p>I can work in a small group led by an adult.</p> <p>I can take turns in a group activity led by an adult.</p> <p>I can communicate my choices for a group project.</p>	<p>Like/ don't like symbols, images/artefacts of a range of things individual pupils like/dislike</p> <p>Photographs of family members/ class members</p> <p>Resources for group activity</p> <p>Photographs from Primary and Secondary SEAL resources showing happy sad situations</p> <p>Resources with different facial expression i.e. Body Board by Headon Ltd www.headonltd.co.uk</p> <p>Symbol cards</p> <p>A4 sized words with symbols happy, sad</p>
<p>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 to simple questions about familiar events or experiences.</p>	<p>Who do I like in my class?</p> <p>Who are my friends? What do I like about me?</p> <p>What do I think I do well?</p> <p>Who do I know outside my family?</p> <p>Outside of my class, who do I know in school?</p>	<p>I can communicate what is making me sad.</p> <p>I can communicate what is making me happy.</p> <p>I can recognise a sad face.</p> <p>I can recognise a happy face.</p> <p>I know somebody in my class who likes the same things as me.</p>	<p>A selection of music rhymes, musical instruments</p> <p>Symbols, images/ artefacts pieces of work etc showing things individual students like or are good at</p> <p>Photographs of people the students like/ get on well with</p>
<p>P6 Pupils respond to others in group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p>	<p>Who do I work well with in my class?</p> <p>Who are my friends?</p> <p>What happens when I fall out with my friend?</p> <p>Who do I like in school?</p> <p>What do I like about them?</p>	<p>I know somebody in my class who likes different things to me.</p> <p>I can communicate the things I like about me.</p> <p>I can communicate the things I am good at.</p> <p>I can recognise some people outside my family.</p> <p>I can recognise some people in school who are not in my class.</p>	<p>Resources for a group activity</p> <p>Photographs from Primary and Secondary SEAL resources showing happy sad situations</p> <p>Resources with different facial expression i.e. Body Board by Hedon Ltd www.headonltd.co.uk</p> <p>Symbol cards</p> <p>A4 sized words with symbols happy, sad</p>
<p>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. 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.</p>	<p>What do I like outside of school?</p> <p>What do I like about them?</p>	<p>I can communicate how I would like to contribute to the group project.</p> <p>I can communicate some rules for working in a group.</p> <p>I know when someone else is upset.</p> <p>I can help someone who is upset.</p> <p>I can communicate why I have made someone happy/sad.</p> <p>I can communicate who my favourite people are.</p> <p>I can communicate what I like about my favourite people.</p>	<p>Images and artefacts of things the students like or dislike</p> <p>Photographs of people the students like/ get on well with</p> <p>A selection of music rhymes, musical instruments</p>

Kaleidoscope: Relationships Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 rule in games and show awareness of how to join in in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	What are the things that are special to me? Who do I have relationships with? Who are the closet people to me? What are my relationships with other people I know? What went well in the class activity? How do you feel when you break up with a friend? Is it always possible to make up a friendship? What strategies have you got to make up? Who are the people that are special to me? Why are they special? How can I be a good friend?	I can communicate some things that are special to me. I can communicate differences in the relationships I have with people. I can initiate greetings to familiar peers and adults. I can greet people at school appropriately. I can show someone when I am feeling sad/angry. I can listen to other peoples' ideas. I can accept that my idea might not be chosen. I can offer help to others in the group. I can say how well the group worked. I know how to be a good friend. I can negotiate to solve a problem with a friend. I can communicate how I feel when friendships are successful. I can communicate how I feel when I fall out with a friend. I can communicate what is good about my relationships with family, friends and others in my community	Images/artefacts of things that are special to people in the class Photographs of different people students have a relationship with Pictures of characters from well known TV shows or cartoons e.g. The Simpsons showing different relationships Images and Symbols Resources for a group activity Photographs from Primary and secondary SEAL resources showing friendly happy and angry situations. (age appropriate) Scenario cards Resources with different facial expression i.e. Body Board by Headon Ltd or similar www.headonltd.co.uk Peaceful Problem Solving poster Symbol cards A4 sized words with symbols friendly, happy, angry Images and artefacts of things the students like or dislike Photographs of people the students like/ get on well with A selection of music rhymes, musical instruments Teen magazines

SEN Example Lesson Plan - P Level 4&5	
THEME: Relationships - Relationship Conflicts	
LEARNING INTENTION/I'	
<p>P8</p> <p>I know how to be a good friend</p> <p>I can negotiate to solve a problem with a friend</p> <p>I can communicate how I feel when friendships are successful</p> <p>I can communicate how I feel when I fall out with a friend</p>	
VOCABULARY	
(Communicate in Print symbols and flashcard words)	
Friendship, falling out, making friends, feelings, behaviour, argument, happy, excited, angry/cross, sad, unhappy, jealous, grumpy/annoyed	
RESOURCES	
<ul style="list-style-type: none"> • Photographs from Primary and Secondary SEAL resources showing friendly happy and angry situations (use age appropriate pictures) • Scenario cards (with visual support where necessary) • Resources with different facial expression i.e. Body Board by Hedon Ltd or similar • Peaceful Problem Solving poster • Symbol cards • A4 sized words with symbols friendly, happy, angry 	
TEACHING/LEARNING ACTIVITIES	
Engagement	
<p>Introduce circle time game 'Who started the movement?' (Like wink murder but with action), so the detective goes out of the class whilst the person who is starting the movement is chosen. Start the movement while the detective is outside and the person chosen changes the movement when the detective is looking away from them. Everyone copies the movement etc. The detective has 3 guesses to work out who started the movement.</p> <p>Show photographs and friendly, happy, angry words. Ask students to decide which word to put with each photograph.</p> <p>Hold up feelings symbols and place on the floor in the middle of the circle to help students needing help to think of the word they want to use.</p> <p>Sometimes we fall out with our friends; how does this make you feel? (students may want to pick up symbols cards or use their own words)</p>	
Core Activity	
<p>Show students body board with facial expressions or similar resource.</p> <p>Tell them about two different friendship scenarios and ask them to choose which face shows how they would feel and place it on the body board. Ask them to communicate how they would feel when they show the face they have chosen.</p> <p>e.g. Scenario 1: Your friend is having a party and you have been invited.</p> <p>Scenario 2: You find out that all your friends are going bowling on Saturday but you have not been invited.</p>	
Plenary	
<p>When you have fallen out with your friend how have you tried to make friends again?</p> <p>Refer to the Peaceful Problem Solving Poster if students have used it before.</p>	
KEY QUESTIONS	AFL
<p>Is it always possible to make up a friendship?</p> <p>What strategies have you got to make up?</p> <p>How do you feel when you break up with a friend?</p>	<p>Assessment opportunity - understanding of vocabulary.</p>
DIFFERENTIATION	
Some students will need to use AAC and pictorial representations of scenarios.	
CROSS CURRICULAR OPPORTUNITIES	
Literacy - vocabulary	
NOTES	

SEN Example Lesson Plan - P Level 4&5

THEME: Relationships - Relationship Conflicts	
LEARNING INTENTION/I'	
P4 P5	
I can communicate what is making me sad	
I can communicate what is making me happy	
I can recognise a sad face	
I can recognise a happy face	
VOCABULARY	
Sad, happy (Communicate In Print symbols)	
RESOURCES	
<ul style="list-style-type: none"> • Images used should, where possible, be meaningful to the students, ideally including photographs of the students. • Photographs from Primary and Secondary SEAL resources showing happy/sad situations • Resources with different facial expressions i.e. Body Board by Hedon Ltd or similar • Symbol cards • A4 sized words with symbols happy, sad • Scenario cards (LDA) or similar • Pictures of things students like/dislike (relevant to individuals) • Photographs of students doing things they like/dislike 	
TEACHING/LEARNING ACTIVITIES	
Engagement	
Copy the movement game. Start a movement and encourage students to copy. Each student takes a turn to start a movement and everyone copies them.	
Core Activity	
Show happy, sad symbols. Ask students to pick the happy symbol or the sad symbol. Ask students to make happy sad faces. Talk about what makes us happy, sad. Look at photographs and scenarios. Talk about what is happening in the pictures. Students decide which photograph to put with each symbol.	
Show students body board with facial expressions or similar resource. Ask them to pick a happy or sad face.	
Plenary	
Relaxation	
KEY QUESTIONS	AFL
What makes us happy?	Understanding of happy/sad
What makes us sad?	Ability to make a relevant choice
DIFFERENTIATION	
Some students will need to use switches/signs or other communication aids in addition to symbols.	
CROSS CURRICULAR OPPORTUNITIES	
Literacy - vocabulary	
NOTES	

Kaleidoscope: Relationships Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1C Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p> <p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p> <p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p>	<p>What makes a good friend?</p> <p>How can I be a good friend?</p> <p>How many different relationships do I have in my life?</p> <p>What makes me special?</p> <p>How am I different from my friends?</p> <p>What do I have in common with my friends?</p> <p>How do we sustain friendships?</p> <p>What does it mean to be unique?</p> <p>How can I show kindness?</p> <p>What is a compliment?</p> <p>How can I make someone feel happy?</p> <p>How does my behaviour affect others?</p> <p>How does it feel when I break up with a friend?</p> <p>How does change affect me?</p> <p>Who can I talk to when I feel sad?</p> <p>What is conflict?</p> <p>How can I solve a conflict in a peaceful way?</p> <p>Being able to say sorry.</p>	<p>Pupils are able to name important people to them in their family and wider community.</p> <p>Pupils can explain how to be a good friend.</p> <p>Pupils are aware of who is special to them.</p> <p>Pupils can recognise that they are unique.</p> <p>Pupils can give and receive a compliment.</p> <p>Pupils can explain how to be kind to peers.</p> <p>Pupils can work in a group.</p> <p>Pupils can take turns in a guided activity.</p> <p>Pupils can communicate how they feel when a friendship is successful.</p> <p>Pupils can begin to recognise how their behaviour affects other people.</p> <p>Pupils can begin to communicate how they feel when they fall out with a friend.</p> <p>Pupils can take part in a discussion and can take turns to offer opinions.</p> <p>Pupils can understand that saying sorry can make someone feel better.</p>	<p>Kaleidoscope resources from Relationships scheme of work</p> <p>Rainbow - Relationships units Yr 1 -6</p> <p>Secondary SEAL resources: Peaceful problem solving poster Photo cards PowerPoint - fight or flight.</p> <p>All resources are available at: www.nationalstrategies.standards.dcsf.gov.uk/secondary/behaviourattendanceandseal/secondaryseal/curriculumresource</p>

Kaleidoscope: Relationships Overview P4-8

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1A Personal Skills Pupils are confident in communicating choices and decisions to familiar people in a familiar situation. They recognise and reflect on the consequences of their actions. They are able to identify and label feelings.</p> <p>Working with Others Pupils are involved in a range of familiar group tasks. They communicate with members of a familiar group about the task, adding detail to their ideas and discussions. With adult guidance, they are beginning to participate in the group as a leader, follower and initiator. They are able to convey what they did during the group task.</p> <p>Independent Skills Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.</p>	<p>Pupils are aware of the needs of others.</p> <p>Pupils can explain why they get on with a friend.</p> <p>Pupils begin to understand what conflict is.</p> <p>Pupils can begin to use peaceful problem solving skills.</p> <p>Pupils are aware that not everyone has the same opinion.</p> <p>Pupils can recognise feelings associated with breaking up a friendship and communicate how this makes them feel.</p> <p>Pupils can reflect on their skills when working independently.</p>		

SEN Example Lesson Plan - NC Level 1

THEME: Relationships - Relationship Conflicts	
LEARNING INTENTION/I'	
NC Level 1 I know how to be a good friend I can give and receive compliments I can communicate how I feel when friendships are successful I can communicate how I feel when I fall out with a friend I can use peaceful problem solving to sort out difficulties	
VOCABULARY	
Relationship, friendship, falling out, making friends, compliment, arguments, solution, peaceful, cooperation, conflict.	
RESOURCES	
<ul style="list-style-type: none"> • Dice • SEAL friendship photocards • Secondary SEAL poster 1 - peaceful problem solving • Friendship scenario cards 	
TEACHING/LEARNING ACTIVITIES	
Engagement	
<p>Discuss with the group the word compliment. Pass a compliment around the circle such as 'You look nice today, you are really good at football.'</p> <p>Students take turns to roll a dice and give a compliment. Decide on a rule such as an even number means they must compliment the person to their right and an odd number the person to their left.</p> <p>Pass a 'friend' around the circle. Each student says the person next to them ' ...is my friend.'</p> <p>Talk about the importance of friends, how it feels to have a friend and how we all need friends.</p>	
Core Activity	
<p>Show the students the friendship photocards, what similarities can they see in the pictures? Is it always like this with friends? What can change the way you feel? Elicit from the students how you might feel if your friend played with someone else and didn't include you.</p> <p>Choose a friendship scenario. How would you feel if this happened to you? Elicit responses and list emotions.</p> <p>Show the peaceful problem solving poster. Focus on the dustbin, why are those phrases in the bin? How could we say these things in a more positive way? Elicit and list responses.</p> <p>Work through the scenarios and encourage the students to put the negative feelings in the bin. This activity could be completed through role play.</p> <p>Discuss how it is important to try and resolve an argument in a peaceful way. Repeat the key points on the poster.</p> <p>Ask students how could we resolve the situations in the friendship scenarios? In groups ask them to come up with a possible solution for one of the scenarios. Students can present their ideas using role play or as a poster.</p>	
Plenary	
<p>Share ideas about what qualities a good friend has.</p> <p>Discuss how these qualities can help to resolve problems and help sustain friendships.</p>	
KEY QUESTIONS	
What qualities make a good friend? How can you be a good friend? Is it always easy to be a good friend? How can we resolve problems with friends?	AFL Group discussion Role play scenarios
DIFFERENTIATION	
Based on outcome	

CROSS CURRICULAR OPPORTUNITIES

Drama
Literacy

NOTES

Kaleidoscope: Exploring Diversity at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
DIVERSITY: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> Experiencing Being Me That I am someone who Experiences The Space of Me Others Around Me What diverse range of sensory and physical activities do I show a response to?	<ul style="list-style-type: none"> To engage in a variety of experiences that enable me to feel part of my world To be able to deal comfortably with a variety of experiences 	A variety of sensory resources, including tactile, motor-sensory, wind, water, sound, taste (as appropriate to level of need) and movement: e.g. encountering a variety of inputs, with adult to note responses - ice, velcro, lycra...etc...
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> There are some things I am aware of There are times when I am aware of experiences outside of being me Which experiences - considered and planned - make me begin to show myself to you? What are my reactions telling you? Are they planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of objects that hold particular interest for me To show - through engagements and awareness - that other people exist 	A selection of resources and experience based activities that can be consistently repeated and experimented with, e.g. shaving foam or tray of rolling marbles. <i>Further Interest?</i> <i>The concept of Intensive Interaction</i>
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> There are things in my diverse world that I respond consistently to There are others around me who can help me explore my world Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar things in my diverse world To share joint participation and interest within the world 	A collection of resources that present as objects, activities and experiences (including people!), e.g. a box of 'feely items', which may include a duster, vibrating toys, a fan, a vanilla candle, cheese or a whoopee cushion... <i>whatever engages!!</i>
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are some things I respond consistently and positively to There are some things I recognise - I can demonstrate this to you There are some experiences that make me aware of another person - I like this Which experiences - considered and planned - show you that I am remembering that last time I did this?	<ul style="list-style-type: none"> To respond consistently to a selection of familiar items / objects / experiences / people To demonstrate learnt responses; To engage and work proactively with others in my world 	A group of engagement resources, alongside a response recording grid: e.g. with 'TYPE OF RESPONSE' on one axis, and 'ENGAGEMENT ACTIVITY' on the other: participation is then noted ongoing (it is sometimes only through analysis that preference over time presents itself).
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> Other people are of interest to me There are activities and experiences that involve my gathering focus What is my preferred method of communication? How do you know when I want your attention? What do I look like when I am involved in my world?	<ul style="list-style-type: none"> To begin to communicate and request preferred experiences To show developing awareness and interest in the results of their actions and the actions of others. 	A collection of familiar activities, experiences and materials in the community that allow strong participation and involvement: e.g. exploring a string of flashing lights during Diwali.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> There are things in my world that I understand I can begin to control, choose and explore what it is to be in my world How can I develop my current repertoire of responses? How can I be given control in my diverse world?	<ul style="list-style-type: none"> To make a choice between options To be able to initiate communication with another person (peer, adult or other) To demonstrate a remembered response 	Augmentative Communication approaches which are appropriate to the individual: e.g. switches, symbols or simple signs to communicate...alongside a finely tuned and diverse repertoire of consistent experiences to generate communication.

Kaleidoscope: Diversity Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p> <p>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 to simple questions about familiar events or experiences.</p>	<p>What do I like?</p> <p>What do I dislike?</p> <p>What are some of the similarities and differences between people?</p> <p>Turn taking and sharing</p> <p>What does it feel like when it is difficult to hear/ see/ move around?</p> <p>Can men and women do the same jobs?</p>	<p>I can communicate the things I like.</p> <p>I can communicate the things I do not like.</p> <p>I can communicate some things about school and home that are the same.</p> <p>I can communicate some things about home and school that are different.</p> <p>I Can join in class activities, taking my turn and sharing.</p> <p>I know someone who wears glasses/ hearing aids/uses a wheelchair etc.</p> <p>I know why some people wear glasses/ hearing aids/ use a wheelchair etc.</p> <p>I have experienced activities wearing a blindfold/ ear muffs/ moving around an area in a wheelchair etc.</p> <p>I know that men and women can do the same job</p>	<p>Images of different people; SEAL Primary/ Secondary pictures, people in class, people/ cartoon characters on TV</p> <p>Images of people doing different activities</p> <p>Co-operative games and activities</p> <p>Blindfold / earmuffs / wheelchair</p> <p>Images of men and women working in the same job</p>
<p>P6 Pupils respond to others in group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p> <p>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. 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.</p>	<p>How do my likes/dislikes affect what I do?</p> <p>What are some of the similarities and differences between myself and others?</p> <p>How can we work and play together?</p> <p>How can we help each other?</p> <p>How can we treat people fairly?</p> <p>Can women and men do the same jobs?</p>	<p>I know somebody in my group who likes the same things as me.</p> <p>I know somebody in my group who likes different things to me.</p> <p>I can recognise people who look and sound different to me.</p> <p>I can say what I need to improve.</p> <p>I can co-operate with a partner in work and free time activities.</p> <p>I can change my ideas and negotiate with a partner.</p> <p>I know when things are fair.</p> <p>I know when things are unfair.</p> <p>I can identify some similarities between males and females.</p> <p>I can identify some differences between males and females.</p>	<p>Images of different people; SEAL Primary/ Secondary pictures, people in class, people/ cartoon characters on TV</p> <p>Images of people from different backgrounds</p> <p>Co-operative games and activities</p> <p>Images of people with and without disabilities.</p> <p>Examples of environmental adaptations for people with disabilities</p> <p>Images of men and women working in the same job</p>

Kaleidoscope: Diversity Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 rule in games and show awareness of how to join in. in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	How do my likes/dislikes affect what I do? What are some of the similarities and differences between beliefs? Why is it important to think of others? Why is important to include everyone? How can we make sure everyone is included? How do we feel if we are treated unfairly? What are our rights and responsibilities? What is meant by discrimination?	I can say what I need help with and how I feel about it. I can say what is good about me and how it makes me feel. I have learnt about two different cultures. I can communicate some similarities and some differences between two cultures. I know some of my rights and can match them to responsibilities. I know some rules for good team work. I can work in a team. I can be helpful and kind when somebody has been left out. I know when things are unfair. I can ask for help when things are unfair. I can understand that to be fair male and females should have the same opportunities. I can begin to communicate my ideas about rights and responsibilities.	Images of different people; SEAL Primary/ Secondary pictures, people in class, people and cartoon characters on TV DVD/film clips/images of young people from different cultural backgrounds Co-operative games and activities Photograph of Cerrie Burnell and simplified version of the article to read out Examples of environmental adaptations for people with disabilities Images of men and women working in the same job

SEN Example Lesson Plan - P Level 4-8

THEME: Diversity - Sex Discrimination and Beyond

LEARNING INTENTION/I'

P8

I can understand that to be fair male and females should have the same opportunities.

I can begin to communicate my ideas about rights and responsibilities.

I can recognise a happy face

VOCABULARY

(Communicate In Print symbols and flashcard words)
male, female, jobs, discrimination, sexism, prejudice, stereotypes; rights and responsibilities.

RESOURCES

- Visual resources showing males and females doing the jobs listed on the 'job types' information sheet
- Cards with job name and picture
- Question cards using communicate in print where necessary
- 2 A4 sheets with male/female written on them and symbols where necessary

TEACHING/LEARNING ACTIVITIES

Engagement

Introduce the Yes/No game. One student leaves the room and is given a job card. The other students are given a question each; rehearse questions with them. When the first student returns to the group they are asked questions about the job by the others, he/she can only answer yes/no to the questions. Repeat with others if time.

Core Activity

Teacher reads out jobs from the 'job types' information sheet. Students decide which jobs would be done by males/females. Ask questions: could a man do this job?; could a woman do this job? to open a discussion.

Following discussion about some of the jobs pass round pictures showing men and women doing the same jobs.

Introduce appropriate vocabulary e.g. discrimination; rights and responsibilities. Discuss what is meant by these terms.

Show students body board with facial expressions or similar resource. Ask them to pick a happy or sad face.

Plenary

What jobs would you like to do when you leave school?

What are some of the skills you would need to do the job of your choice?

KEY QUESTIONS

What is meant by discrimination?

What do we think about men and women doing the same jobs?

AFL

Assessment opportunity - understanding of vocabulary.

Ability to take part in a discussion

DIFFERENTIATION

Some students will need to use AAC and pictorial representations of scenarios.

CROSS CURRICULAR OPPORTUNITIES

Literacy - vocabulary; Careers - jobs

NOTES

Kaleidoscope: Diversity Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1C Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate an awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p>	<p>How am I similar to my friends?</p> <p>How are we different to each other?</p> <p>What does diversity mean?</p> <p>What is meant by uniqueness?</p> <p>What is my identity?</p> <p>What clues are there to someone's identity?</p> <p>Can we tell what a person is like from their appearance?</p> <p>What communities do I belong to?</p> <p>How do I feel when I am happy?</p> <p>What does it feel like when I am sad?</p> <p>How can we recognise diversity?</p> <p>How can we celebrate diversity?</p> <p>What is empathy?</p>	<p>Pupils can recognise that they are unique.</p> <p>Pupils can recognise similarities between themselves and their peers.</p> <p>Pupils can recognise how people are feeling through use of words.</p> <p>Pupils can understand they belong to a community.</p> <p>Pupils can describe how they feel when they are happy or sad.</p> <p>Pupils understand different roles within the community.</p>	<p>Kaleidoscope resources from Diversity unit of work</p> <p>Photo cards from SEAL resources</p> <p>www.britkid.org</p> <p>www.irespect.net</p>
<p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p>	<p>How can I make everyone feel part of our community?</p> <p>What are stereotypes?</p> <p>How can I challenge stereotypes?</p>	<p>Pupils can recognise their worth as individuals.</p> <p>Pupils can communicate how they feel about other people's experiences.</p> <p>Pupils can use their imagination to think about other people's experiences.</p> <p>Pupils can recognise differences in their community.</p> <p>Pupils can match stereotypes to different roles.</p>	

Kaleidoscope: Diversity Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1A Personal Skills Pupils are confident in communicating choices and decisions to familiar people in a familiar situation. They recognise and reflect on the consequences of their actions. They are able to identify and label feelings.</p> <p>Working with Others Pupils are involved in a range of familiar group tasks. They communicate with members of a familiar group about the task, adding detail to their ideas and discussions. With adult guidance, they are beginning to participate in the group as a leader, follower and initiator. They are able to convey what they did during the group task.</p> <p>Independent Skills Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.</p>		<p>Pupils can explain why differences should be celebrated.</p> <p>Pupils can understand that there are differences as well as similarities between the people in their community.</p> <p>Pupils can take others thoughts and feelings into account.</p> <p>Pupils can show understanding of cultural diversity in a community.</p> <p>Pupils can recognise when others are being excluded and how they might help to change that situation.</p> <p>Pupils can recognise that stereotypes can take different forms.</p>	

SEN Example Lesson Plan - NC Level 1		
THEME: Diversity		
LEARNING INTENTION/"I"		
I can identify similarities and differences between those in our community		
I can explain why diversity should be celebrated		
VOCABULARY		
Similarity, difference, diversity, national community, race, religion.		
RESOURCES		
<ul style="list-style-type: none">• Magazines,• Photographs of faces		
TEACHING/LEARNING ACTIVITIES		
Engagement		
Ask students to sit in a circle and give instructions such as “everyone who has blue eyes” or “everyone who has a sister form a group in the middle of the circle. Once children are in their “group” ask them to look around and notice who else is in this group with them. Make comments about how the children have this identifying factor in common. Repeat the instruction using different factors. You can ask children to form groups based on hair colour, likes and dislikes, favourite foods, sports. Encourage students to notice what they have in common but also that they are different from each other as well.		
Ask students what they noticed about their class. Encourage them to recognise the similarities. In pairs ask them to find two things in common with the person they are sitting next to. Give them a few minutes to discuss this and then feedback to the class. Each student takes it in turns to say what they have discovered about their partner.		
Core Activity		
Ask students what they think the phrase ‘We are all the same but different’ means? Record responses on a flip chart. How would they feel if everyone looked exactly the same? Show children a selection of photographs showing different faces. Can they recognise similarities between them?		
Organise students into groups, providing each group with a large sheet of paper and a selection of magazines. Explain that they are going to create a face from the faces they can find in the magazines. (Draw an outline for students if required)		
The faces could form a display entitled ‘Celebrating our differences: They make the world more colourful and interesting.’		
Plenary		
Ask the students to share their pictures with the group. Ask each group to find one factor they all have in common and one difference they have discovered.		
KEY QUESTIONS		AFL
How are you similar to your friends?		Opportunities for personal reflection during core activity and plenary
How are you different to each other?		
How can we celebrate our differences?		
DIFFERENTIATION		
By grouping and outcome.		
CROSS CURRICULAR OPPORTUNITIES		
Literacy		
Art		
NOTES		
Useful books to supplement this lesson are ‘Whoever you are’ and ‘Feathers and Fools’ by Mem Fox		

Kaleidoscope: Exploring Health Matters at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
HEALTH MATTERS: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> Experiencing my body That my body generates experiences Being in my skin What sensory and physical activities do I show a response to? Are there parts of my body that I demonstrate a greater response to than others?	<ul style="list-style-type: none"> To engage in a variety of body experiences To enable my body to show increasingly refined responses to my world 	A selection of sensory resources, including tactile and motor-sensory, that allow a young person to experience a variety of inputs: e.g. encountering a variety of experiences related to body movement.
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> At times I am aware of parts of my body There are times when I am aware of the experiences I feel through my body Which experiences - considered and planned - make me begin to show myself to you? What are my reactions telling you? Are they planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of food-based objects that hold particular interest for me <i>[as long as the young person can medically cope with this]</i> To show an awareness that I can attend to my body 	A variety of resources and experience based activities that can be consistently repeated and experimented with, e.g. musical sounds, guitar, didgeridoo.
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> There are parts of my body I am beginning to show interest in There are others around me who can help me explore my world Which healthy activities, objects, experiences and people hold my interest and engage me?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar objects and items To coactively explore the world 	A collection of activities that present as objects, activities and experiences (including people!), e.g. a box of massage equipment, which may include oils, scented joss-sticks, atmospheric sounds... <i>whatever may engage.</i>
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are parts of my body I am beginning to use to interact with the world There are some exercises, stretches or other that I recognise and enjoy What experiences - considered and planned - show you that I am remembering that last time I performed this movement or activity?	<ul style="list-style-type: none"> To respond consistently to a experiences of becoming healthy or maintaining health To demonstrate learnt physical responses To cooperate in shared physical movement 	A group of engagement resources, based on physical interaction and movement, e.g. experiencing a variety of smells, textures and activities based around fruit.
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> I can show communicate with others through my body (movement or other) There are healthy activities and experiences that I am exploring How do you know when I am concentrating on moving my body? How do you know when I am healthy?	<ul style="list-style-type: none"> To begin to explore healthy materials - showing my developing awareness of this To show learned responses when performing a movement or stretch To begin to develop independent exploration of objects 	A collection of familiar activities, experiences and materials that enable interaction and communication, e.g. single-switch access to a variety of ICT programmes with a focus on health.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> I can begin to choose from two healthy foods, showing a consistent response to preference I am beginning to show fun with the world How can I show that I anticipate a physical activity? How can I be given control of the foods I like or dislike?	<ul style="list-style-type: none"> To choice between nutritional options To demonstrate a remembered response 	A number of interactive food resources with a focus on motivational preferences, to empower and engage choice for an individual.

Ensure you have risk assessed any pupil participation with food, exercise or movement: consultation with the relevant professionals / people in the young persons' life is needed before new experiences.

Kaleidoscope: Health Matters Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p> <p>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 to simple questions about familiar events or experiences.</p>	<p>Which words can we use to describe ourselves?</p> <p>Experience new tastes</p> <p>Make choices</p> <p>Respond to exercise activities by showing a range of feelings.</p> <p>What healthy foods do we like?</p> <p>Which foods should we eat less and only have for treats?</p> <p>Sort images into male and female groups.</p> <p>Name familiar body parts.</p> <p>Communicating effectively with others.</p> <p>Who will help us with managing the changes that happen at puberty?</p>	<p>I can recognise my individuality using a mirror.</p> <p>I can communicate feelings about my food likes and dislikes.</p> <p>I can match word/symbol cards for happy sad and cross to pictures.</p> <p>I can communicate my enjoyment of an exercise activity.</p> <p>I can communicate my dislike of an exercise activity.</p> <p>I can name some healthy foods.</p> <p>I can name some unhealthy foods.</p> <p>Recognise images of males and females.</p> <p>Respond during body awareness activities.</p> <p>Show awareness of different personal characteristics.</p> <p>Know the difference between public and private locations.</p> <p>Know which areas of the body are public.</p> <p>Know which areas of the body are private.</p> <p>Communicate their ideas and feelings relating to important people in their lives.</p>	<p>Mirrors</p> <p>Family photos</p> <p>Same/Different word/symbol cards</p> <p>Word symbol cards to name body parts and features: blue eyes etc.</p> <p>Food photo cards</p> <p>Familiar and less familiar foods for tasting</p> <p>Physiotherapy and sports equipment</p> <p>Word/symbol labels and foods to sort into healthy and unhealthy groups</p> <p>Photos of males and females across all ages and stages of development</p> <p>3D male and female models</p> <p>Pictures and Words/symbols for public and private location</p> <p>Anatomically correct male and female dolls</p> <p>Male and female clothing, including underwear for sorting activities</p> <p>Photos of family and friends</p>

Kaleidoscope: Health Matters Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P6 Pupils respond to others in small group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p> <p>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. 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.</p>	<p>How do we change as we get older?</p> <p>How can we keep ourselves clean?</p> <p>Learn to choose own preferences and make informed choices.</p> <p>Take turns during team activities.</p> <p>Follow simple rules.</p> <p>Negotiate and share with peers.</p> <p>How can we exercise on our own?</p> <p>How can we help each other to exercise?</p> <p>What are the stages in the human life cycle?</p> <p>Trust and responsibilities in friendships.</p> <p>Communicating effectively with others.</p> <p>Building and maintaining relationships.</p>	<p>I can identify similarities and differences within my family.</p> <p>I can follow a hygiene routine.</p> <p>I know the healthy foods in my favourites list.</p> <p>I can communicate what I like about my favourite exercise activity.</p> <p>I can communicate how my favourite exercise activity makes me feel.</p> <p>I know what makes me angry.</p> <p>I know what makes me sad.</p> <p>I know what makes me happy.</p> <p>I can communicate how I like to exercise.</p> <p>I can sort foods into healthy and unhealthy groupings.</p> <p>Recognise human stages of development.</p> <p>Begin to understand the qualities of a true friend.</p> <p>Recognise the different rates of development.</p> <p>Begin to understand that they have a variety of relationships with others.</p>	<p>Images of different people; SEAL Primary/ Secondary pictures, people in class, people/ cartoon characters on TV</p> <p>Images of people from different backgrounds</p> <p>Co-operative games and activities</p> <p>Images of people with and without disabilities</p> <p>Examples of environmental adaptations for people with disabilities</p> <p>Images of men and women working in the same job</p>

Kaleidoscope: Health Matters Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 in different situations. They understand agreed codes of behaviour, which help groups of people, work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	How do our food choices affect our health? How can we make exercise good fun? Why is exercise and relaxation important in helping to keep us healthy? Show sensitivity to the needs and feelings of others during sustained physical exercise. What's in a healthy lunchbox? Experience exercise as a team member. How can we make sure everybody in the team enjoys the game? How does the body prepare for adulthood? Who can we talk to about puberty? What is expected of me now that I am older? Expressing my own thoughts and feelings. Who are the important people in my life? Why are they important?	I can recognise some ways in which my body is changing. I know why I need to keep clean? I know why I need a healthy diet. I know why I need to exercise. I can communicate some consequences of a bad diet on my body. I can communicate some consequences of not enough exercise on my body. I know the effect of tension and anger on my mind and body. I know some calming down strategies I can use. I know the effect of contentment and happiness on my mind and body. I can make healthy food choices for myself. I can communicate how I feel when I have had some exercise. Indicate an understanding of male and female body development. Communicate an understanding of changing relationships. Begin to understand the different emotions and behaviours linked to different relationships.	3D Body models. Body Changes Posters Sports photos and videos, including sport for all and disability sport Access to a Leisure Centre Examples of healthy and unhealthy lunchboxes. Examples of healthy foods for packed meals The plate model poster to demonstrate the food balance needed for a healthy diet. Line drawings to show body changes at puberty Anatomically correct male and female dolls Relationship circles Talkabout Relationships Alex Kelly Speechmark Feelings fans

SEN Example Lesson Plan - P Level 4-8

THEME: Health Matters - How Our Bodies Change

LEARNING INTENTION/I'

I can name public parts of my body. I can name private parts of my body.
I can talk about the body changes that happen at puberty.

VOCABULARY

Public, private. Body parts: using agreed names and symbols. Puberty. Male, female. Change. Older, younger. Underarm hair, pubic hair, beard, moustache, sweat, bra, briefs, pants, bikini, trunks, tights.

RESOURCES

- A laundry basket containing a varied collection of clothes for both sexes including underwear.
- Anatomically correct male and female dolls
- Body outlines with male and female body parts to attach
- Scissors and glue
- Private sign for the classroom door
- Word/symbol cards with related vocabulary

TEACHING/LEARNING ACTIVITIES

Engagement

Discuss the use of the Private sign for the classroom door and ask a pupil to attach it.

Reinforce previously agreed Ground Rules. The pupils will look, listen and contribute.

Introduce the lesson topic:

Male and female changing bodies. The pupils will listen.

Indicate the schedule for the lesson:

Sorting clothes. Learning the names for public and private parts of the body. Completing a female and male body outline. Circle Time Game. The pupils will look and listen

Introduce the categories for sorting:

Male/female. Show pupils the laundry basket of clothes and word symbol cards for older/younger and for male/female. Each pupil in turn will take an item of clothing out of the basket and place it by the correct category card. Indicate if the item of clothing is for a child or an older person.

Core Activity

Introduce the anatomically correct dolls. Talk about public body parts while they are clothed and then remove the clothes to give the names for private body parts. Pupils may give names that they are familiar with. Explain that it is also useful to know the biological names. Pupils will look, listen and ask questions.

The teacher will pick up each item of clothing in turn and ask pupils which body part it should cover. Pupils will look and listen

Next ask each pupil to find a piece of clothing that covers a particular part of the body. Ask a TA to model this. Pupils will take it in turns to find a piece of clothing to match a specified body part. Name the body part.

Introduce the body outline activity. Pupils will work in groups to complete the body outlines. They will need to discuss and co-operate and work as a team to complete the task. Each group to complete a female and male body outline with adult support as necessary.

Ask each group to comment on their work. Ask pupils what new things they have learnt.

Plenary

Introduce the circle game. Use three different names for each round. Pupils are given the name of a private body part. When the teacher calls out your word, stand up and change places with somebody else who has that word. If one chair is removed the teacher could sit down, leaving a pupil to call out the body part. Pupils will co-operate and participate in the circle game.

<p>KEY QUESTIONS</p> <p>What is the difference between public and private?</p> <p>What changes happen to male bodies at puberty?</p> <p>What changes happen to female bodies at puberty?</p>	<p>AFL</p> <p>Assessment opportunities:</p> <p>Pupils will demonstrate understanding of familiar and new vocabulary</p> <p>Pupils will have opportunity to show co-operation and participation within a group.</p> <p>Pupils will have opportunity to show understanding of social conventions relating to appropriate public behaviour.</p>
<p>DIFFERENTIATION</p> <p>One to one support should be given to individuals as necessary</p> <p>Some pupils may require augmentative communication systems</p> <p>The groups could be mixed ability or set according to ability. More able groups of pupils should work with only minimum adult support.</p>	
<p>CROSS CURRICULAR OPPORTUNITIES</p> <p>Science, Communication</p>	
<p>NOTES</p>	

Kaleidoscope: Health Matters Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1C Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p>	<p>How healthy am I?</p> <p>What keeps us healthy?</p> <p>What is a balanced diet?</p> <p>What is an eating disorder?</p> <p>What is junk food?</p> <p>What are the main food groups?</p> <p>Why is exercise important?</p> <p>What is puberty?</p> <p>What is adolescence?</p> <p>What physical changes take place during puberty?</p> <p>How do these changes affect how I feel/look?</p> <p>What affect can my emotions have on me?</p> <p>How can I recognise my emotions?</p>	<p>Pupils can make simple choices that improve their health and wellbeing.</p> <p>Pupils can list some things that keep them healthy.</p> <p>Pupils can recognise that exercise is important in keeping healthy.</p> <p>Pupils can recognise and label some emotions.</p> <p>Pupils begin to understand about the physical changes that take place during adolescence.</p>	<p>Kaleidoscope resources from Heath Matters scheme of work</p> <p>NHS Leeds - 'Puberty and Sexuality for children and young people with a learning disability'. Available for download at www.nursingtimes.net</p> <p>Photographs</p> <p>Teen magazines</p> <p>www.schoolfoodtrust.org.uk</p> <p>Daily schedules - PECS</p> <p>Social stories</p>
<p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p>	<p>What can I do to help me relax and stay calm?</p> <p>What choices do I have about my lifestyle?</p> <p>How does peer pressure affect the choices I make?</p> <p>Do the media influence the choices I make?</p>	<p>Pupils can make simple choices about their health and well being and know what keeps them healthy.</p> <p>Pupils can discuss foods that are good for them and discuss key features of a healthy lifestyle such as regular exercise.</p> <p>Pupils can recognise that changes happen and sometimes they can feel uncomfortable.</p> <p>Pupils are aware of the influences on them to make choices about their lifestyle.</p>	

Kaleidoscope: Health Matters Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1A Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate an awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p>		<p>Pupils can make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy.</p> <p>Pupils can make responsible choices to encourage a healthy lifestyle.</p> <p>Pupils recognise how important it is to be active.</p> <p>Pupils can label emotions and begin to use strategies to help them relax and stay calm.</p> <p>Pupils are aware of the changes that occur during puberty.</p>	

SEN Example Lesson Plan - NC Level 1

THEME: Health Matters - Healthy Eating	
LEARNING INTENTION/I' NC Level 1 I can recognise what a healthy diet is I can make responsible choices about my diet I can recognise different food groups	
VOCABULARY Eating habits, junk food, fast food, food groups, carbohydrates, protein, fibre, dairy, balanced diet.	
RESOURCES <ul style="list-style-type: none"> • Eatwell plate poster • Food cards • Eatwell plate PowerPoint • All resources available at www.foodfactoflife.org.uk • www.bbc.co.uk/learningzone/clips 	
TEACHING/LEARNING ACTIVITIES	
Engagement Circle time activity: split the class into groups. Tell them the challenge is to be able to say more names of fruit and vegetables than the other groups. As a class try to decide on a target number that they must all achieve or better. Give groups a few minutes to list or think of as many as they can then take it in turns to beat the target number. Display the Eat well poster. What do the students know about this already?	
Core Activity Show students PowerPoint on healthy diet. Make sure students are aware of the five main food groups. Why do we need to eat a balanced diet? What is junk food? List examples of food that may be seen as bad for our bodies. Why is this food unhealthy? Discuss the importance of exercise. How much exercise should we get a week? In their groups ask students to list all the different physical activities they have taken part in during the previous week. Take feedback from class. Watch clip: www.bbc.co.uk/learningzone/clips/keeping-healthy-clip-compilation/2274.html Ask students to note all the different types of activities and foods. Are they all healthy? What featured on the clip that is not good for our bodies? Elicit responses from students – smoking, junk food. Students can design a poster or leaflet to show the benefits of healthy eating and exercise.	
Plenary Share work with class. Discuss choices.	
KEY QUESTIONS What keeps us healthy? What is a balanced diet? What is junk food? What are the main food groups? Why is exercise important?	AFL Through discussion and finished piece of work
DIFFERENTIATION By grouping and outcome	
CROSS CURRICULAR OPPORTUNITIES Art Science	
NOTES The bbc learning zone has a number of clips relevant to this session. Students could develop this lesson and create their own advert to promote exercise or healthy eating.	

Kaleidoscope: Exploring Risk at P1i - P3ii

Lesson Title/ Level	Level Descriptors	Key Concepts [Pupil led] Key Questions [Pupil led]	Intended Learning Outcomes and experiences [examples]	Resources adapted from the Kaleidoscope Unit of Work
RISK: The key concepts and areas of learning suggested within the P1i to P3ii sections of this section of Kaleidoscope can apply to all lessons within this section, adapted to individual need.	P1i Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted. ENCOUNTER AWARENESS	<ul style="list-style-type: none"> Experiencing Being Me That I am someone who Experiences The Space of Me Others Around Me What range of sensory and physical activities do I show a response to?	<ul style="list-style-type: none"> To engage in a variety of experiences that enable me to feel part of my world To be able to deal comfortably with a variety of experiences 	A variety of sensory resources, and deliberate experiences that enable an individual to explore their own security - e.g. the use of a weighted blanket or lycra to explore feelings of security... <i>[explored with the close advice of an Occupational Therapist].</i>
	P1ii Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions. AWARENESS RESPONSE	<ul style="list-style-type: none"> There are some things I am aware of There are times when I am aware of experiences outside of being me Which experiences - considered and planned - make me begin to show myself to you? What are my reactions telling you? Are they planned or reflex?	<ul style="list-style-type: none"> To uncover a selection of objects that hold particular interest for me To show - through engagements and awareness - that other people exist 	To work with a selection of resources to help align the arousal levels of an individual, to enable them to focus on a particular activity - e.g. using Sensory Integration principles to uncover that which encourages and enables the alertness of an individual.
	P2i Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. RESPONSE ENGAGEMENT	<ul style="list-style-type: none"> There are things in my world that I respond consistently to There are others around me who can help me explore my world Which activities, objects, experiences and people hold my interest, and engage me with something other than myself?	<ul style="list-style-type: none"> To show a consistent interest and response to familiar things in my world To share joint participation and interest within the world 	A collection of resources that present as objects, activities and experiences (or people) that help and individual feel safe in themselves and in the environment, e.g. joint sharing of a familiar or favoured object, story or experience.
	P2ii Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation. ENGAGEMENT PARTICIPATION	<ul style="list-style-type: none"> There are some things I respond consistently and positively to There are some things I recognise - I can demonstrate this to you There are some experiences that make me aware of another person - I like this Which experiences - considered and planned - show you that I am remembering that last time I did this?	<ul style="list-style-type: none"> To respond consistently to a selection of familiar items / objects / experiences / people To demonstrate learnt responses To engage and work proactively with others in my world 	A variety of preferred objects and experiences to be explored and extended over time, from within the context of an individuals' awareness of themselves, e.g. a shared exploration of keeping safe whilst visiting a local park (or other), with awareness of people, traffic, noise or other...
	P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods. PARTICIPATION INVOLVEMENT	<ul style="list-style-type: none"> Other people are of interest to me There are activities and experiences that involve my gathering focus What is my preferred method of communication? How do you know when I want your attention? What do I look like when I am involved in my world?	<ul style="list-style-type: none"> To begin to communicate and request preferred experiences To show developing awareness and interest in the results of their actions and the actions of others To begin to develop independent exploration of objects 	A collection of familiar activities, shared experiences and materials that allow for a considered yet extreme experience – e.g. feeling movement on a roundabout or exploring the sensation of (not too) hot and (not too) cold.
	P3ii Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems. INVOLVEMENT UNDERSTANDING	<ul style="list-style-type: none"> There are things in my world that I understand I can begin to control, choose and explore what it is to be in my world How can I develop my current repertoire of responses? How can I be given control in my diverse world?	<ul style="list-style-type: none"> To make a choice between options To be able to initiate communication with another person (peer, adult or other) To demonstrate a remembered response 	Augmentative Communication approaches to enable an individual to be able to communicate when he/she is feeling safe, calm, happy, sad, anxious or other - a developing sense of vocabulary linked and related to individual safety, security and expression in the world.

Kaleidoscope: Risk Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication. 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 matching their emotions and becoming upset.</p> <p>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 to simple questions about familiar events or experiences.</p>	<p>Co-operate with adults in following safety routines.</p> <p>Listen to and respond to simple instructions for trying something new.</p> <p>Experience the consequences of making simple choices.</p> <p>Communicating personal preferences.</p> <p>How do we feel when we are asked to try something new?</p> <p>How do adults help us to stay safe at home, in school and in the community?</p> <p>Who likes the same things as me?</p> <p>Who chooses different things from me?</p> <p>Using preferred means of communication to ask for help.</p> <p>How do we feel when we are hurt?</p> <p>How do we feel when we are unwell?</p> <p>How can we recognise the Emergency Services?</p>	<p>I know some safety rules for different locations in school.</p> <p>I can communicate what makes me safe in different places.</p> <p>I can match some visual scenarios to feelings symbols. Good/bad. Happy/sad.</p> <p>I can make choices.</p> <p>I know who can help me stay safe when I try something new.</p> <p>I know trying something new can make me feel good/bad, happy/sad.</p> <p>I can communicate how I felt before and after trying something new.</p> <p>I know that I can make choices that are the same as my friends.</p> <p>I know that I can make choices that are different to my friends.</p> <p>I know how to say no to things that I don't like.</p> <p>I know how to say yes to things I do like.</p> <p>I know some safety rules for different locations in and out of school.</p> <p>I can communicate what makes me safe in different places.</p> <p>I can match some visual scenarios to feelings symbols, good/bad, happy/sad, safe/not safe.</p> <p>I can communicate that I am hurt.</p> <p>I can communicate that I am unwell.</p> <p>I can communicate that I am unhappy.</p> <p>I recognise people in the community who can help us: Police, Ambulance, Fire and Rescue, Coastguard and RNLI services. Doctor and Nurse etc.</p>	<p>Photos of familiar locations.</p> <p>Safety key words/symbols to match to the photos</p> <p>Word/symbols feelings cards</p> <p>Picture cards of safe/unsafe scenarios</p> <p>Simple Safety Rules posters</p> <p>Opportunities for experiencing new activities</p> <p>Choice making games to play with a partner</p> <p>Simple symbolised School Rules</p> <p>Simple symbolised Class Charters</p> <p>Pictures and photos of the emergency services</p> <p>Visits from people working in the emergency services</p> <p>Visits to a Police Station, Fire Station etc.</p> <p>Posters to show people who help us</p> <p>Artefacts relating to people who help us eg clothes and small equipment</p> <p>Social signs</p>

Kaleidoscope: Risk Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>P6 Pupils respond to others in small group situations, playing or working in a small group cooperatively. 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 and sympathy for others in distress and offer comfort.</p> <p>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. 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.</p>	<p>Recognise some risks in familiar situations.</p> <p>How do we feel when we are safe?</p> <p>How do we feel when we are unsafe?</p> <p>Respond to suggestions to make changes.</p> <p>How do we know when we have made a bad choice?</p> <p>What can we do when we have made a bad choice?</p> <p>Co-operating with others to make a group decision.</p> <p>Recognising the consequences of making a choice.</p> <p>What can I do if something is not right for me?</p> <p>Recognising when help will make situations safe.</p> <p>Who helps us stay safe at home, at school and in the community?</p> <p>What is First Aid?</p> <p>What can I do to stay calm?</p>	<p>I can communicate to show I know when a situation is safe.</p> <p>I can communicate to show I know when a situation is unsafe.</p> <p>I can match some visual scenarios to feelings: good/bad, happy/sad, worried/not worried.</p> <p>I have experienced winning games.</p> <p>I have experienced losing games.</p> <p>I can communicate how I feel when I win.</p> <p>I can communicate how I feel when I lose.</p> <p>I know when I have made a good choice.</p> <p>I know when I have made a bad choice.</p> <p>I know if my friends and I make a good choice we will feel good about ourselves.</p> <p>I know if my friends and I make a bad choice we will feel bad about ourselves.</p> <p>I can say no to things that I think are bad for me.</p> <p>I can recognise when a situation is OK.</p> <p>I can recognise when a situation is not OK.</p> <p>With support I can rate scenarios on a 3 point scale: bad, OK, good.</p> <p>I know whom I can ask for help: at school, at home and in the community.</p> <p>I can communicate to get help for somebody else who needs help.</p> <p>I can participate in a basic First Aid lesson.</p> <p>I know what helps me to calm down.</p>	<p>Scenario pictures to identify risks</p> <p>Feelings word/symbol cards</p> <p>Board games</p> <p>Simple Team games</p> <p>TV footage of sport and other competitions.</p> <p>Computer games</p> <p>Bingo games</p> <p>Card games</p> <p>School Rules</p> <p>Class Charters</p> <p>Ground Rules</p> <p>Visual calming down strategy posters</p> <p>Visits from a First Aid organisation</p> <p>Simple rating scales</p>

Kaleidoscope: Risk Overview P4-8

Level Descriptors	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
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 in different situations. They understand agreed codes of behaviour, which help groups of people, work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. 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.	<p>Understand how the choices we make can increase or decrease risks.</p> <p>What can we do to make sure we are safe at home, in school and in the community?</p> <p>Begin to understand that copying peers can be a good choice.</p> <p>Begin to understand that copying peers can be a bad choice.</p> <p>Listen to and respond to advice.</p> <p>What can we do if our friends want us to make a bad choice?</p> <p>Understanding my needs. Understanding the needs of others.</p> <p>What are rights?</p> <p>What are responsibilities?</p> <p>How can we help each other make good choices?</p> <p>Differentiating between high and low risk.</p> <p>Ordering levels of risk.</p> <p>What makes some things more unsafe than others?</p> <p>How do we know when some things are more unsafe than others?</p> <p>Show some responsibility for the safety of others in familiar situations.</p> <p>Show some awareness of simple conflict resolution.</p> <p>What can I do when somebody is hurt?</p>	<p>I can recognise when a situation is unsafe.</p> <p>I can communicate why a bad situation is unsafe.</p> <p>I can think of some ways to keep myself safe.</p> <p>I know taking risks can be unsafe.</p> <p>I can recognise a win win situation for me.</p> <p>I can recognise a win loose situation for me.</p> <p>I can recognise when my friends are helping me to make good choices.</p> <p>I can recognise when my friends want me to make bad choices.</p> <p>I can help my friends make good choices.</p> <p>I can let my friends know if they are making bad choices.</p> <p>I know I have the right to say yes or no.</p> <p>I know with rights I have responsibilities.</p> <p>I can recognise some risks in a familiar activity.</p> <p>I can rate the risks in an activity on a scale of 1 - 5.</p> <p>I know when things are fair.</p> <p>I know when things are unfair.</p> <p>I can say why I have chosen to say no to unfair things.</p> <p>I know when to get help.</p> <p>I know how the emergency services help people in difficulties.</p> <p>I can say what I have learnt from a basic First Aid lesson.</p> <p>I can identify situations where there is conflict.</p> <p>I am beginning to understand how to negotiate when there is conflict.</p>	<p>Photo cards of teenagers in risky situations: Internet and mobile phone, smoking and drinking, extreme sports, junk food</p> <p>Role-play scenarios to practice getting help: How to make 999 calls</p> <p>Role play situations to develop understanding of peer pressure</p> <p>Scratch cards</p> <p>Lottery tickets</p> <p>Community warning/danger signs</p> <p>Simple yes/no risk quiz</p> <p>Traffic Light cards and visual activity scenarios</p> <p>TV or video footage of the emergency services making rescues</p> <p>SEAL problem solving poster</p>

SEN Example Lesson Plan - P Level 4-8

THEME: Risk - Reducing Risk

LEARNING INTENTION/I'

P6&7

I can recognise when a situation is OK.

I can recognise when a situation is not OK.

With support I can rate risk in scenarios on a 3-point scale.

VOCABULARY

Used in context: spoken, signed or using objects of reference or symbols. Information, responsibility, risk, drug, alcohol, legal/illegal, law, persuaders, unnecessary, safe, unsafe, health.

RESOURCES

- Video footage to show risks
- Feelings word/symbol cards
- Whiteboard
- Picture of medication packaging
- Pictures of people smoking
- Pictures of people drinking alcohol
- Pictures to show unsafe outcomes of taking drugs, smoking and drinking
- Symbolised statements about the risks of taking drugs, smoking and drinking alcohol
- Advertisements.
- Pictures of risky and safe behaviours
- Symbols to use as a rating scale
- Unhappy, OK, happy

TEACHING/LEARNING ACTIVITIES

Engagement

Introduce the lesson topic:

Risks: What is a risk? When is a risk unnecessary? The pupils will listen

Indicate the Schedule for the lesson:

Watching video and discussion

Looking at information and making posters

Sorting pictures to show what we know

Thinking about how to say no.

Use a video to introduce the issue of risk. This could be footage to show circus acts, or extreme sports etc

Why do people do it?

Encourage pupils to suggest reasons for taking these risks, e.g. money, fame, excitement.

Ask what could go wrong when taking these kinds of risk? How would their families and people who care about them feel if something happened to them? (Reinforce work on feelings). The pupils will look, listen and take it in turns to communicate their ideas and answers.

Ask what the word unnecessary means. How can risks be avoided? Work together to make a simple list. Ask all pupils to contribute an idea.

<p>Core Activity</p> <p>How can taking risks severely damage your health?</p> <p>Show the pupils a picture of some medication packaging. Give each pupil a symbolised safety statement about drugs and medication to stick around the picture to make a poster. Remind the class that drugs can be helpful or harmful. Ask them to suggest some risks involved in taking drugs.</p> <p>Show the pupils a picture of some teenagers smoking. Give each pupil a symbolised statement about the risks of smoking to stick around the picture to make a poster. Ask: Do you think smoking is a risky thing to do? Why? Ask pupils to match safe and unsafe symbols to pictures of people smoking and people not smoking.</p> <p>Show the pupils a picture of some teenagers drinking. Give each pupil a symbolised statement about the risks of drinking alcohol to stick around the picture to make a poster. Ask: Do you think drinking alcohol is a risky thing to do? Why? Ask pupils to match risk and no risk symbols to pictures of alcoholic and non- alcoholic drink.</p> <p>Display the posters where pupils can see them. Ask individual pupils to communicate what they can remember about the risks involved in taking drugs, smoking and drinking alcohol.</p> <p>During this part of the lesson pupils will look, listen, and participate in poster making activities. They will communicate their ideas and knowledge.</p>	
<p>Plenary</p> <p>Ask pupils to consider who might persuade them to take unnecessary risks. Make a list together: friends, family, advertisements, TV, famous people etc.</p> <p>Ask pupils to choose pictures to sort into risk and no risk groups. Ask them to give reasons for their groupings.</p> <p>Work together to place pictures of activities on a 3 point rating scale: Sad face, straight face and happy face.</p> <p>Finish by reminding pupils that they do not have to do what others suggest. Go around the class and ask each pupil to say no using an assertive tone of voice and appropriate body language and facial expression.</p> <p>Pupils will participate fully using their preferred means of communication and with adult support as necessary.</p>	
<p>KEY QUESTIONS</p> <p>What is a risk?</p> <p>How can I stay safe and protect my health?</p> <p>How can I say no when I think something is unsafe or risky.</p>	<p>AFL</p> <p>Assessment opportunities:</p> <p>Pupils will encounter the need to make a choice</p> <p>Pupils will have opportunity to show they are aware of risky situations and the dangers of taking drugs, smoking and drinking alcohol.</p> <p>Pupils will have opportunity to show they can use information to make informed choices.</p> <p>Pupils will have opportunity to express their ideas.</p>
<p>DIFFERENTIATION</p> <p>One to one support should be given to individuals as necessary</p> <p>Some pupils may require augmentative communication systems.</p> <p>With support some pupils will be able to use the Internet to find health warnings about taking drugs, smoking and drinking alcohol and make simple statements to the class about the information they have found.</p>	
<p>CROSS CURRICULAR OPPORTUNITIES</p> <p>Science, ICT, English</p> <p>Communication targets</p>	
<p>NOTES</p>	

Kaleidoscope: Risk Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1A Personal Skills Pupils are aware of their different options in familiar situations and can make choices and decisions with support from other peers or adults. They are aware that behaviour has consequences. They are aware of and express a range of feelings.</p> <p>Working with Others Pupils experience a range of familiar group tasks with specified outcomes. They demonstrate awareness of the aims of the task and their role within the group. They contribute to the achievement of the group task with peer and /or adult support. They understand and respond appropriately to straightforward comments or instructions directed at them</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities (e.g. register, playtime, lunchtime, end of school). They experience the planning of simple routines and activities in familiar contexts. They are aware of different resources required for different routines or activities.</p>	<p>What is a risk?</p> <p>What activities might put me at risk?</p> <p>What risks exist in my local environment?</p> <p>Can risks be positive sometimes?</p> <p>When should I take a risk?</p> <p>What rules help to keep me safe?</p> <p>How can I keep myself safe when I am out?</p> <p>How can I keep myself safe when I am online?</p> <p>Where can I get help if I am worried?</p> <p>What should I do in an emergency?</p> <p>How can I resist peer pressure?</p> <p>What are the risks associated with alcohol?</p> <p>What are the risks associated with illegal drugs?</p>	<p>Pupils can understand the rules for keeping safe in their local environment.</p> <p>Pupils can recognise basic risks within their local environment.</p> <p>Pupils can understand risk is both negative and positive.</p> <p>Pupils can understand the difference between right and wrong.</p> <p>Pupils know that drugs can be legal and illegal.</p> <p>Pupils know there are risks associated with drugs and alcohol.</p> <p>Pupils know when and how to get help.</p> <p>Pupils can work as a group to identify risks within their community and develop simple safety rules.</p>	<p>Kaleidoscope resources from 'Risk' unit of work</p> <p>www.dft.gov.uk/think</p> <p>A good source of games and simple information on road safety</p> <p>www.skoolio.co.uk</p> <p>PowerPoint presentations for use in PSHE lessons.</p> <p>www.bbc.co.uk/learningzone/clips/SEN.Skills.for.Life/</p> <p>www.childnet.com/kia/sen/SEN resources for online safety</p>
<p>1B Personal Skills Pupils make simple choices and decisions from a variety of options and can communicate these to familiar people with encouragement from other peers or adults. They are aware of the consequences of their own actions. They are beginning to be aware of others' feelings.</p> <p>Working with Others Pupils participate in a range of familiar group tasks. They contribute to meeting the aims of the task by carrying out their role within the group. They are aware of when and how to lead, follow and initiate. They are able to convey what they did during the group activity.</p> <p>Independent Skills Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.</p>	<p>What risks may exist in my relationships?</p>	<p>Pupils can recognise risks to themselves and others.</p> <p>Pupils develop confidence to take new risks.</p> <p>Pupils can follow rules for keeping safe in their local environment.</p> <p>Pupils can say no to pressure when something does not feel right.</p> <p>Pupils know who they can talk to about concerns/worries.</p> <p>Pupils can name some of the risks associated with illegal drugs and alcohol.</p> <p>Pupils can take part in discussion to identify risks in their lives.</p>	

Kaleidoscope: Risk Overview Overview - National Curriculum Level 1

Level Descriptors PSHCE	Key Concepts Key Questions	Intended Learning Outcomes and experiences	Suggested Resources
<p>1A Personal Skills Pupils are confident in communicating choices and decisions to familiar people in a familiar situation. They recognise and reflect on the consequences of their actions. They are able to identify and label feelings.</p> <p>Working with Others Pupils are involved in a range of familiar group tasks. They communicate with members of a familiar group about the task, adding detail to their ideas and discussions. With adult guidance, they are beginning to participate in the group as a leader, follower and initiator. They are able to convey what they did during the group task.</p> <p>Independent Skills Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.</p>		<p>Pupils can understand the importance of behaving responsibly in certain situations.</p> <p>Pupils are developing strategies to deal with risky situations and personal safety.</p> <p>Pupils can understand, with support, how taking risks can have positive outcomes.</p> <p>Pupils understand the meaning of peer pressure and how it can affect the choices they make.</p> <p>Pupils are aware of the different risks associated with alcohol and illegal drugs.</p> <p>Pupils can reflect on their actions and discuss risks in their personal lives.</p>	

SEN Example Lesson Plan - NC Level 1

THEME: Risk - to evaluate the risk of different activities	
LEARNING INTENTION/I' I can recognise different risks I know there are risks associated with drugs and alcohol	
VOCABULARY Risk, danger, safety, scale, alcohol, drugs.	
RESOURCES <ul style="list-style-type: none"> • Photographs • Number cards 0-5 • BBC film clip: www.bbc.co.uk/learningzone/clips/near-miss-on-railway-line/6825.html 	
TEACHING/LEARNING ACTIVITIES Engagement Students play a warm up game: in groups think of as many sports as they can. Set a stopwatch to 1 minute and tell each group they must try to say more sports in 1 minute than the other groups. Collect a range of dangerous sports and other activities from the class.	
Core Activity <ul style="list-style-type: none"> • Display the word 'Risk' on the board. Ask students for their responses to this word. What does it mean to them? Record responses on the board. • Tell students that they are going to rate different activities depending on how risky they think they may be. Arrange the number flashcards across the room. Tell students that 0 is for no risk and 5 equals very risky. What do they think very risky might mean? Discuss student responses with the group. • Show students BBC clip of near miss on railway line. How dangerous was this? Where would they rate it on the scale of 0-5? What could have happened to the person? • Show students a selection of photographs or images from the internet of different activities: skateboarding, driving, bungee jumping, crossing the road, riding a bike, playing near railway lines, smoking, include examples of drug use and drinking alcohol. • Ask students to place the activities along the number line. Once each image has been scored on the scale discuss the risks associated with each activity. Encourage students to recognise the risks associated with taking drugs and alcohol. <p>Students can design a poster or leaflet to show the benefits of healthy eating and exercise.</p>	
Plenary Recap on the main teaching points with students and see if students can reach a consensus on how risky drug taking can be.	
KEY QUESTIONS What is a risk? What activities might put me at risk? What are the risks associated with drugs and alcohol?	AFL Feedback on risks enables student reflection on dangers associated with various activities
DIFFERENTIATION By grouping	
CROSS CURRICULAR OPPORTUNITIES Literacy - Creative writing piece based on video clip	
NOTES This lesson is adapted from a lesson found at: http://news.bbc.co.uk/cbbcnews/hi/teachers/pshe_11_14/subject_areas/behaviour_risks/newsid_1849000/1849239.stm A drugs quiz and a video called an 'addicts tale' are available for an extension activity.	