



## Our theme for the Autumn Term 2023

### *Changing and Growing relationships*

Staff will use the following theme plan to highlight; they will highlight the activities and learning intentions/outcomes that they will cover. The final section of the document enables staff to add additional activities they may wish to do. These plans have been developed using the following documents, The Pre-Key stage standards, The Early Years foundation stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND. Ideas for teaching are in black, the knowledge we wish the children to gain is in purple and skills are shown in red.



## THEME FOR AUTUMN TERM 2023

<b>Theme Relationships - Changing and Growing</b>	<b>Ideas for theme are shown in black</b> <b>Knowledge objectives are shown in blue</b> <b>Skills objectives are shown in green</b>			
	<b>Communication and Language (including literacy)</b>	<b>Personal social</b>	<b>Physical sensory</b>	<b>Thinking skills (Mathematics)</b>
<b>MAPP</b>	Work with children on their individual communication targets. Story telling about children growing and changing, using sensory stories. Introduce emotion symbols to the children use these when reading stories, use the emotion puppets during the school day. Learn body part songs such as 'Head, shoulders, knees and toes' Use body awareness songs, these can include movement and action songs. Use the words like and dislike when choosing different snacks or activities, develop the children's understanding of being able to make a choice.	Experience human faces e.g. using photos, watch videos of themselves and significant others in their lives, feel faces and explore using a mirror. Ask parents to send in baby pictures, take pictures of the children now and compare them. Can they recognise themselves at different stages. Take a photograph and make into a 4 piece jigsaw, or more if appropriate, get the children to make their own face and that of their friends. Display a selection of toys, children choice their favourite. Use food technology lessons to develop increasing independence, use these sessions to develop choice making, for example what will they put on their pizza base.	Encourage the children to experience touching, playing with and bathing baby dolls. Use photos and video to see what babies do, match objects to the baby doll for example a rattle and a babies bottle. Experience movement and rest as a pattern during physical activities e.g. music and movement, Tac Pac activities, physiotherapy. Experience different ways of moving in different activities e.g. foot massage, hydrotherapy and sensory room. Explore movement of the body as part of a group activities e.g. holding hands, rolled in a parachute, circle games. Use paper plates and different materials to make collages of their own faces.	Use solid shapes get the children to feel the flat, points, curves and edges of the faces of the shapes. Use different toys and a simple sorting task, by colour or type. Use language such as under and on when playing with favourite toys. Use direction language when moving around school, we are going forwards, left or right or backwards, use switch for child to choice which way they wish to go. Putting the leaner under something onto something, by the side of something use the mathematical language to describe this. Use rhymes with actions using body parts.
	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION FOCUS THIS SESSION IS RELATIONSHIPS – CHANGING AND GROWING TAKEN FROM THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

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	<b>Communication and Language</b>	<b>PSHE</b>	<b>Physical Development</b>	<b>Understanding Of the world</b>	<b>Literacy</b>	<b>Maths</b>	<b>Expressive Arts and Design</b>
<b>Step 1</b>	<p>Circle time sessions relating to what they have done in the week, use 'why' and 'how' questions.</p> <p>Read the children stories about children and their lives, for example a child moving, talk about what happened to them at different times.</p> <p>Use a daily diary for each child, what happened last week, what is happening now.</p> <p>Use the Growth Bingo game play this with the children guessing the stage from the description of a phase of life e.g. 'They sleep in a cot'</p> <p>Use the display pictures and encourage the children to talk about these.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b> Children use 'how' and 'why' questions about their experiences. Children use past, present and future forms</p>	<p>Read 'Once there were giants, by Martin Waddell- link the changes that happen to the girl in the story to their own life, create a circle of life for themselves.</p> <p>Read the story 'The End' by AA Milne, ask each child to illustrate themselves at different ages, as them to think about things they could do at different ages.</p> <p>Encourage the children to take turns to find and name different pictures showing stages of human growth, play the Growth Bingo game.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b> Children describe what it means to be respectful.</p>	<p>Explain that a healthy diet comprises of all kinds of foods, make a display using the food packets and labels collected.</p> <p>Make a list of what the foods provide for e.g. energy and strong bones.</p> <p>Explore different fruits and use these to make fruit salads, make Papier Mache fruit and produce a mobile. Creates some fun fruit recipes.</p> <p>Talk to the children about different kinds of exercise they can do in a day or week, conduct a survey, make a chart of the results.</p> <p>Make a target board and have arrows of health targets around diet and exercise.</p> <p>Talk to the children about body contact that makes them feel uncomfortable, why is this. Remind them that their bodies are theirs, make a display entitled 'This is my body'</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b> Children know what healthy foods are and why we need to eat these to grow and develop. Children know how to keep themselves</p>	<p>Discuss things that children remember from when they were younger, get the children to make a list of happy, sad, scary events. Show the children pictures of different activities, ask them which ones they have done and what they would like to do in the future.</p> <p>Encourage the children to use the display pictures that are in the file and talk about how people grow and change, make a list of the changes.</p> <p>Make a simple time line that includes what they did when.</p>	<p>Children discuss what they have done recently at home or at school, use sentences to record these events.</p> <p>Use North Lanarkshire writing programme to record events from their past.</p> <p>Make a word bank of favourite activities, use phonetic skills to write these words.</p> <p>Encourage the children to make marks, encourage them to draw pictures of their family and their own faces.</p> <p>Make a fact card about each stage of human growth.</p>	<p>Children make a chart of the birthdays in their class.</p> <p>Children use numbers on a timeline of events in their lives from their birthday to the present day.</p> <p>Children find out how old the children are in their class and order them from youngest to oldest.</p> <p>Ask the children to assemble a height chart, measure themselves and the rest of the class, see height chart in the file.</p> <p>Use the shoes measurement chart and to compare their foot sizes.</p>	<p>Make a memory pillow, children discuss their past experiences and they then make a pillow to represent these memories.</p> <p>Get the children to draw their ideas about the job they might like to do on the activity sheet.</p> <p>Encourage the children to sing the songs that are about growth listed in the theme plan, they include 'Getting older song'</p> <p>Use junk to make models of the toys that they like to play with and ones that they may have played with in the past.</p> <p>Design an outfit that they would have worn when they were little and one they may wear now.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b> Children know that music, art, dance and stories can represent</p>

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	<p>accurately when talking about how they have changed and how they will change in the future. Children can listen to a story and ask relevant questions and complete relevant actions associated with the story.</p>	<p>Children can say why they like different activities at different stages of their life. Children can identify some of the differences between baby, child and adult. Children have the skills to work as part of a group. Children can describe some to the things we can do now that we couldn't do when we were younger.</p>	<p>safe as they grow and change. Children can use exercise to help keep themselves healthy.</p>	<p>happened previously in their lives. Children can discuss different events from their past and present life with an adult or in a small group.</p>	<p>Children further develop their use of sentence writing to record what has happened in their past.</p>	<p>Children know their date of birth and their age. Children can sequence numbers and place them in order.</p>	<p>events in their lives and lives of others. Children can use their own ideas to produce art works that reflect their lives now and what might happen in the future. Children can use different tools and techniques to produce pieces of art works.</p>
		<p><b>PSHE</b></p>	<p><b>Physical Development</b></p>	<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Creative Arts</b></p>	
<p><b>Formal Step 2</b></p>		<p>Children complete the 'PANTS' lesson from NSPCC regarding labelling body parts and 'Good' and 'Bad' touch. Use the lesson plan for 'This is my body' with a focus on discussing what sort of body contact they are comfortable with. Use the lesson plan 'Is it OK?', include a Circle of Respect and the 'Ask Teddy' cards. Discuss with the children what trust is, then who the trusted adults are in their lives, what touch would be appropriate with each adult.</p>	<p>Use labels with body part names on to show the children which part of the body you want them to balance on. Use a large body picture and labels, ask the children to complete a physical activity get them to label which part of the body they have used in a physical activity. Use 'Simon says' game to find different parts of the body they are using, 'Simon says jump on one leg' etc</p>	<p>Children keep a diary of events, ask them to then go back to events that have happened. Read poems and stories about children and how their lives have changed over time for example 'I used to be the baby' Robin Ballard, 'The wonderful things you will be' Emily Winfield Martin. Make a word bank of words associated with relationships and growing up. Write a letter to an older relative asking them about their life.</p>	<p>Compare children's heights in class, use a measuring tape and record their height. Make a graph of the children's heights. Measure head circumferences and make a chart of these. Use a tally sheet to go around school and find the number of children with a certain hair colour, eye colour make a graph of the results. Complete a survey of favourite toys for different age groups, make a display of these.</p>	<p>Discuss the different shapes that are on our faces, ask the children to use different materials to make a collage of their face. Design a hoodie that reflects their character, use different shapes and forms in their design. Use Mod roc to make a model of themselves, see if they can make a model of themselves as a baby as well to compare themselves.</p>	

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can name some of the main parts of the body including genitalia. Children can identify some of the ways other trusted adults/family members may physically touch us as part of our daily care, play or to show affection.</p> <p>Children can discuss their feelings and how touch can make them feel in different situations.</p> <p>Children can demonstrate ways we can let people know if we are comfortable with this contact.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can name the parts of their body that they are balancing on. Children can name the parts of their body that they use when they are running, jumping, throwing and catching.</p> <p><b>Children develop their balance, agility and co-ordination and begin to apply these in a range of activities.</b></p>	<p>Assessed using the B-Squared document</p>	<p>Assessed using the B-Squared document</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can name different types of shape and form when discussing pieces of art work.</p> <p><b>Children can use pattern, texture, line, shape, form and space when creating pictures related to the theme.</b></p> <p><b>Children can play a tuned instrument when learning songs that reflect growing and changing through our lives.</b></p>
<b>Theme Relationships - Changing and Growing</b>					
	<b>Design and Technology</b>	<b>Humanities</b>	<b>Science</b>	<b>Computing/E Safety</b>	<b>RE/SMSC</b>

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<b>Formal Step 2</b>	<p>Encourage the children to design a toy that they would have played with when they are younger, get them to make a model of this.</p> <p>Use a drawing programme on the computer to design a pair of gloves to keep their hands warm. Children design a bed that would be suitable for a baby and one for another aged child, discuss what they need and the materials that they can use, how could they make the bed stronger. Visit a bed shop and see the different designs.</p> <p>Repeat this activity for other furniture that we use at different stages of our lives.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know that they can use mock up and information technology to develop a design of a model.</p> <p>Children know that they can use different materials to ensure that their model is stronger, stiffer and more stable.</p> <p>Children use their technical knowledge when building their model.</p> <p>Children can discuss what they are doing when they are planning their model and evaluate through discussion how it has turned out.</p>	<p>Children discuss where they live and the key features of their street, us the lesson plan 'The street where you live' to develop this understanding.</p> <p>Discuss the local area and what has changed over time, think about work that happens locally and how this has changed, for example changes to the use of the river. Make a timeline of historical events.</p> <p>Make a timeline of their own live and try and match the historical changes to this.</p> <p>Use aerial pictures of the local area to see how the landscape has change over time.</p> <p>Develop a family tree and see how their family may have moved to different areas of the country over time.</p> <p>Invite in someone of the older generation to speak about their experiences of the town over time.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can know that events have happened in the past that impact on their lives.</p> <p>Children know some of the changes that have happened in their family over time.</p> <p>Children can use the skill of recall of events to construct a simple time line of important events that have occurred in their life.</p> <p>Children can use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, harbour and shop.</p> <p>Children can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Children can devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use pictures of the body, ask the children to name them and then label each part.</p> <p>Play 'Simon says' getting the children to touch different parts of their bodies.</p> <p>Use Lesson 1 of Collins Snap Science, 'Growing up' to learn about what a baby needs.</p> <p>Move onto lesson 2 'How have we changed' to focus on growing from a baby to a child.</p> <p>Children can list what we need each day to survive, they can make a poster to tell people what these elements are.</p> <p>Use a selection of goods, for example things that have a scent and taste, discuss what sense they are using each time.</p> <p>Use a picture of their faces and ask them to label the part that gives them each sense.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</p> <p>Children know about and describe the basic needs of humans for survival.</p> <p>Children can ask simple questions and know that they can be answered in different ways.</p>	<p>Make a file on the computer and safe pictures of themselves at different stages, use the scanner to scan these in.</p> <p>Make a file about their lives, safe this so that they can add to it over time.</p> <p>Discuss how they can keep these files safe and who it is safe to share these with.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children will know that they need to keep their personal information private.</p> <p>Children can use technology purposefully to create, store and retrieve digital content.</p>	<p>Read the children stories from different faiths, ask them what they think they mean.</p> <p>Visit different religious buildings and discuss what these mean to different people.</p> <p>Discuss events that have happened in their lives, these may be associated with faith, discuss what different faiths do at different stages, for example Baptism and Bar Mitzvah, use the artefacts in school to learn about these. Ask the children to bring in pictures.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children can suggest the meaning of religious stories and what these mean to different people.</p> <p>Children can identify things that are important in their lives.</p> <p>Children ask questions about puzzling aspects of life.</p> <p>Children can discuss that there are similarities and differences between what people think and believe.</p> <p>Children can discuss moral and ethical issues and understand that people have different viewpoints on these issues.</p>
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<b>Theme</b>					
	<b>PHSE/Citizenship (Development)</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Creative Arts</b>
<b>Formal Step 3</b>	<p>Drama sessions focused on relationships using role play to explore acceptable interactions and physical contact.</p> <p>Ask the children to bring in a baby picture, get the class to guess who is in each picture.</p> <p>Ask the children to bring in pictures of themselves at different ages and get them to make a time line of their life.</p> <p>Discuss the differences between girls and boys, include in the discussion that some people may not identify with their birth gender and may see themselves differently. Make a chart of boys and girls and others within each class. Use lesson plan 'Growing up Relationships and Families.'</p> <p>Use lesson 'What can we find out about babies' inviting in a health professional such as a health visitor or a new mother.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know how our needs change from being a baby to adulthood.</p> <p>Children know the differences between boys and girls.</p> <p>Children can identify the basic stages of the human life cycle.</p>	<p>Use a large picture of a body and label the parts, take this to PE lessons and get the children to point out the parts of their body that they are balancing on at any given time.</p> <p>Use gymnastic lessons to develop balances on different parts of the body, keep a record of these. Children review their performance in their PE class in their jotter when they return to class, they discuss what they can do to improve and what went well.</p>	<p>Write a poem that describes their favorite childhood memory.</p> <p>Write a story about a person who has helped them and is special to them.</p> <p>Have a class debate about what 'Respect' means to them.</p> <p>Write letters to older people in their family to give them information to be able to produce a family tree.</p>	<p>Use a measuring tape to measure head circumferences of different aged children do heads get bigger over time? Lesson plan, 'Growing up, do older children have a bigger head?</p> <p>Compare heights tall and shorted within the class, you could include staff and other classes.</p>	<p>Children use their sketch book to draw a picture of themselves, use a mirror to do this, they can choose which materials they wish to use.</p> <p>Children sketch or make a picture of other members of their family in their sketch books.</p> <p>Children look at toys and choose their favourite to draw in their sketch book.</p> <p>Children discuss who their favourite composer or artist is, choose a song to share and say why this is their favourite.</p> <p>Make a chart of favourite artist and composers.</p> <p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know that there are a range of materials to choose</p>

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	<p>Children can name the physical changes that occur as boys and girls grow up (body shape, voice changes and height)</p> <p><b>Children can explain that our bodies belong to us and that we have the right to feel safe.</b></p> <p>Children can describe different types of physical contact.</p>				<p>form when working in their sketch book.</p> <p>Children can name different songs written by their favourite composer/artist.</p> <p>Children can use their sketch book to record pictures of their families, they can review these pieces of work and revisit them.</p> <p>Children can listen to a wide range of high quality live and recorded music.</p>
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Theme <b>Relationships - Changing and Growing</b>						
	<b>Design &amp; Technology</b>	<b>Humanities</b>	<b>Languages</b>	<b>Science</b>	<b>Computing/E Safety</b>	<b>RE/SMSC</b>
<b>Formal Step 3</b>	<p>Ask the children to think about a toy they have enjoyed playing with, get them to design a model of the toy. After the design process use different materials to make their model, thinking about ways to strengthen their model.</p> <p>Design a book that shows their life story so far and where they might like to go and do when they leave school.</p>	<p>Children look at different geographical sources, such as atlases and globes and find towns and cities. Get the children to make a list about what they know happens in different towns, and maybe ones that they have visited.</p> <p>Complete the 'Where I live' presentation with the children.</p> <p>Use the 'My place in the world' worksheet.</p>	<p>Teach the children the French words for some key vocabulary, such as boy and girl. Encourage the children to use the French version of</p>	<p>Use the lesson plan 'Growing up: Getting older' developing their understanding of growing and changing from young to old.</p>	<p>Make a list of rules about what we should and should not do when using a computer.</p> <p>Use the computer to collect</p>	<p>Discuss different social situations, decide what would be appropriate and what is not. Make a list of different contexts. Use role play to practice these skills.</p> <p>Discuss actions and experiences that have</p>

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	<p>Make a list of tools that they have used and what these tools are used for.</p>	<p>Discuss what happens in their local area, how has this changed over time, develop a timeline. Visit the local area and see how the landscape has changed. Complete 'Our local area research map' Visit Holy Island to see the history and how Christianity has impacted on the area, make a fact file about the visit. Discuss the invasion of the Vikings and how this impacted on the local area. Complete a timeline of events from the Viking invasion onwards.</p>	<p>their name and the names of people in their class, using this in their class greeting each morning. Children listen to rhymes in French about different body parts.</p>	<p>Use the lesson plan 'How we change throughout our lives? To reinforce the changes that happen through the stages of human life. Make a diagram that shows the life cycle of humans.</p>	<p>information about their live, use different software packages to display this. Use the internet to research their family name and its origins.</p>	<p>happened in their lives, how have these influenced their behaviours.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children know that they can make models that can communicate their ideas.            Children can name the tools that they require to construct their models.  <b>Children apply their understanding of how to strengthen, stiffen and reinforce complex structures.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children can name and locate the counties and cities of the United Kingdom and can identify the human geographical characteristics.            Children understand the geographical similarities and differences through the study of human geography of a region of the United Kingdom.  <b>Children can use globes and digital/computer mapping to locate countries in the United Kingdom.</b>            Children will know that Christian conversion occurred and this had a direct impact on their local area. (Lindisfarne)            Children will know that the Viking raids and invasion had a direct impact on their local areas history.  <b>Children can use a range of sources to construct knowledge of the past.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children can listen to and appreciate poems and rhymes in different languages.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children know the changes that occur in humans as they develop to old age.  <b>Children can draw a timeline to indicate the stages of growth and development in humans.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children can list acceptable and unacceptable behaviour when using a computer.  <b>Children can elect and use a variety on software of a range of digital devices.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b>            Children can name a range of social skills that they will need to use in different contexts.  <b>Children use the skills that they have learnt in a variety of different social situation, in the community.</b>            Children know that peoples personal experiences and feelings can influence their attitudes and actions.</p>

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	<b>Employment</b>	<b>Independent Living</b>	<b>Community Inclusion</b>	<b>Health</b>
<b>Step 4</b>	<p>Ensure that pupils attend careers events. Use the internet to research different options.</p> <p>Work with independent careers advisers for the pupils to plan their next steps.</p>	<p>See lesson plan for 'Understanding Healthy relationships'</p> <p>See lesson plan for 'VIPS; Family and Friends'</p> <p>Discuss the meaning of the word consent and what this means to them, discuss different scenarios and how they could respond to these.</p>	<p>Revise the rules for keeping safe on the internet.</p> <p>Produce a poster to reinforce these rules in class.</p> <p>Research cases where people have not followed the rules and find out what happens in these cases.</p>	<p>Learning about the amount of water we need drink each day to keep healthy.</p> <p>Learn about how swimming can help keep us healthy.</p> <p>Learn about what a balanced diet is and how fruit and vegetables are good for our health.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know what options are available through different pathways, including apprenticeships, internships and traineeships.</p> <p><b>Children use their social skills and work skills in different settings and work placements where appropriate.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know what consent and best interests mean to them.</p> <p><b>Children can use the knowledge they have developed to better manage their time in school.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know how to manage their social media and other technologies both at home and in school.</p> <p><b>Children can use their gaming sites safely.</b></p> <p><b>Children can begin to develop new friendships with support.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statement)</b></p> <p>Children know what a sexual relationship is and understand that they have choices regarding these types of relationships.</p> <p>Children know the impact of drugs and alcohol on their health.</p> <p><b>Children use the knowledge they have gained to make positive choices regarding their own relationships.</b></p> <p><b>Children make safe choices regarding alcohol and drugs.</b></p>

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### Additional ideas for class group

**Core Vocabulary**

**English, Step two**

occasionally, often, particular, regular, remember

**English, Step three**

conscience, criticise, exaggerate, interrupt, language, opportunity, profession, suggest

**Science**

living, relationships, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, reproduction, growth, baby, toddler, child, teenager, adult