

**Beverley Minster C of E Primary School**  
**PSHE, SEAL and Citizenship Scheme of Work**  
**(Our online safety scheme of work is taught through the computing curriculum)**

Termlets	SEAL	Key Stage 1	
		1	2
1	New beginnings	<p><b>Safety Education</b></p> <p style="text-align: center;">- Keeping safe indoors/ outdoors</p> <p>-----</p> <p><u>'Health for Life 4-7 years'</u>            Box 3, activity 1 – What is good about my home? Pg 70.            Box 4, activity 1 – What is good about my outdoor world? Pg 72.            Box 4, activity 2 – How do accidents happen? Pg 73.</p> <p><u>Suggested Resources</u>            Hazards in the home</p>	<p><b>Safety Education</b></p> <p style="text-align: center;">- looking out for dangers, dangerous objects, dangerous situations</p> <p>-----</p> <p><u>'Health for Life 4-7 years'</u>            Box 1, activity 1 – What do I feel I have to keep safe from? Pg 151            Box 2, activity 2 – Where are you going? Pg 154            Box 2, activity 3 – Who is with you? Who is in charge? Pg 154            Box 2, activity 6 – What is good about being bigger and older? Pg 157            Box 2, activity 7 – When am I most at risk? Pg 158            Box 4, activity 1 – Where are the best place to play and explore? Pg 164            Box 4, activity 2 – Learning to use the roads Pg 166</p> <p><u>Suggested Resources</u>            Hazards in the home</p>
		<p><b>Child Protection</b></p> <p style="text-align: center;">- keeping oneself safe</p> <p>-----</p> <p><u>'Health for Life 4-7 years'</u>            Box 10, activity 1 – what do I think I have to keep safe from? Pg 32            Box 19, activity 1 – Real and pretend people, places and happenings Pg 34            Box 22, activity 1 – the people who keep me safe Pg 35</p>	<p><b>Child Protection</b></p> <p style="text-align: center;">- keeping oneself safe and others safe</p> <p>-----</p> <p><u>'Health for Life 4-7 years'</u>            Box 5, activity 1 – Who will help to keep me safe? Pg 168            Box 5, activity 2 – Who are the people who threaten my safety? Pg 170            Box 1, activity 1 – Who are my special people? Pg 175            Box 1, activity 3 – When is it okay to pretend? Pg 178            Box 2, activity 4 – Imaginary friends Pg 184</p>

2	Say no to bullying	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>- rights and responsibilities</li> <li>- communities</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>QCA Citizenship</u>  Unit 3 - Animals and Us  Unit 4 – People who help us – the local police</p>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>- communication</li> <li>- right and wrong</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>QCA Citizenship</u>  Unit 1 – Taking part – developing skills of participation and communication  Unit 2 - Choices</p>
	Getting on and falling out	<p><b>Anti-bullying Education</b></p> <ul style="list-style-type: none"> <li>- keeping oneself safe</li> <li>- understanding right and wrong</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 4-7 years'</u>  Box 10, activity 1 – what do I think I have to keep safe from? Pg 32  Box 19, activity 1 – Real and pretend people, places and happenings Pg 34  Box 22, activity 1 – the people who keep me safe Pg 35</p>	<p><b>Anti-bullying Education</b></p> <ul style="list-style-type: none"> <li>- keeping oneself safe</li> <li>- understanding right and wrong</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 4-7 years'</u>  Box 2, activity 1 – What is a friend? Pg 180  Box 2, activity 3 – Making friends and breaking friends Pg 182  Box 3, activity 2 – What happens when people quarrel? Pg 186  Box 3, activity 3 – How do I feel when I'm left behind or left out? Pg 186</p>

3	Going for goals	<p><b>Drugs Education</b></p> <ul style="list-style-type: none"> <li>- taking medicines, pills, tonics and plasters</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u></p> <p>Box 2, activity 1 – What goes onto my body? Pg 38  Box 2, activity 2 – Who put it there? Pg 39  Box 3, activity 1 - What goes into my body? Pg 40  Box 3, activity 2 – Where do I think it all goes? Pg 41  Box 25, activity 1 – Who helps me get better when I'm ill? Pg 42  Box 25, activity 2 – Where do the people come from to make me better Pg 43</p> <p><u>Suggested Resources</u>  Hazards in the home</p>	<p><b>Drugs Education</b></p> <ul style="list-style-type: none"> <li>- medication</li> <li>- legal substances</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u></p> <p>Box 1, activity 1 – What goes into my body? Pg 135  Box 1, activity 2 – Which things are safe? Pg 136  Box 2, activity 1 – Where do things go when they enter my body? Pg 137  Box 3, activity 1 – When and why do I have injections? Pg 140  Box 4, activity 1 – How do I feel when I'm ill? Pg 142  Box 4, activity 2 – Feeling better Pg 143  Box 5, activity 1 – What can I do when I'm feeling healthy, happy and well? Pg 145</p> <p><u>Suggested Resources</u>  Hazards in the home</p> <p><u>QCA Drug, Alcohol and Tobacco Education</u>  Unit A – Keeping ourselves and others safe</p>
4	Good to be me	<p><b>Emotional Health and Well-being</b></p> <ul style="list-style-type: none"> <li>- playing games and playing with toys</li> <li>- being with special people</li> <li>- visiting or being visited by health professionals</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u></p> <p>Box 1, activity 1 – What are the things I treasure most? Pg 83  Box 1, activity 2 – How am I special? Pg 84</p>	<p><b>Emotional Health and Well-being</b></p> <ul style="list-style-type: none"> <li>- relationships and responsibility</li> <li>- friends, friendships and influences</li> <li>- what makes me feel good about myself</li> <li>- caring for others</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u></p> <p>Box 14, activity 1 – What makes me the same as you? Pg 122  Box 14, activity 2 – What feelings do we all share? Pg 123  Box 14, activity 3 – What makes us different? Pg 123  Box 14, activity 4 – How does it feel to be different? Pg 124  Box 20, activity 1 - Feeling good about my days Pg 125  Box 20, activity 2 – Feeling good about myself Pg 126  Box 36, activity 1 – People who are special to me Pg 127  Box 36, activity 2 – What makes me feel scared or uneasy? Pg 129</p>

		<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>- washing of hands</li> <li>- healthy foods</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u> Box 8, activity 1 – What made me grow? Who helped me to grow? Pg 28</p> <p><u>Suggested Resources</u> Healthy Lunchbox Nutrition information</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>- healthy and not so healthy foods</li> <li>- making choices</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u> Box 3, activity 1 – What healthy eating means to me Pg 114 Box 3, activity 2 – Why do I eat and what do I eat? Pg 115 Box 3, activity 3 – When and where do I eat? Pg 115 Box 3, activity 4 – Choosing for myself? Pg 116 Box 34, activity 1 – Where does my food come from? Pg 118</p> <p><u>Suggested Resources</u> Healthy Lunchbox Nutrition information</p>
5	Relationships	<p><b>SRE</b></p> <ul style="list-style-type: none"> <li>- growing and changing</li> <li>- relationships</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u> Box 12, activity 2 – How do I know I'm me? Pg 23 Box 8, activity 1 – What made me grow? What helped me to grow? Pg 28 Box 7, activity 1 – How do I know I am growing? Pg 25 Box 7, activity 2 – What parts of me are growing? Pg 26 Box 7, activity 3 – What size and shape am I? pg 27</p> <p><u>'QCA: Sex and Relationships Education, Healthy Lifestyles and Financial Capability'</u> Unit 1 – Special People Unit 2 – Keeping the body healthy</p>	<p><b>SRE</b></p> <ul style="list-style-type: none"> <li>- growing and changing</li> <li>- growing independence</li> <li>- understanding the changes</li> <li>- relationships and responsibility</li> <li>- being with special people e.g. family, playing with best friends, being cared for, being loved, loving and caring for other people, pets, having fun.</li> <li>- what makes me feel good about myself?</li> </ul> <p>-----</p> <p><u>'Health for Life 4-7 years'</u> Box 14, activity 1 – What makes me the same as you? Pg 122 Box 14, activity 2 – What feelings do we all share? Pg 123 Box 14, activity 3 – What makes us different? Pg 123 Box 14, activity 4 – How does it feel to be different? Pg 124 Box 2, activity 1 – What is a friend? Pg 180 Box 2, activity 3 – Making friends and breaking friends Pg 182</p> <p><u>'QCA: Sex and Relationships Education, Healthy Lifestyles and Financial Capability'</u> Unit 1 – Special People Unit 2 – Keeping the body healthy</p>

**PSHE**

- exercise
- keeping warm or cool
- making choices
- understanding consequences
- what does being healthy mean to me?

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'Health for Life 4-7 years'

Box 23, activity 2 – Now I am growing up, what can I do? Pg 30

Suggested Resources

A visit to the dentist

'QCA: Sex and Relationships Education, Healthy Lifestyles and Financial Capability'

Unit 3 – Making choices for a healthy life

**PSHE**

- exercise – beginning to understand how exercise affects our bodies and how we look and feel.
- teeth, and cleaning ones teeth
- sleep
- rest
- responding to pressure and influences
- linking what you know to what you do

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'Health for Life 4-7 years'

Box 9, activity 1 – How do healthy people look? Pg 104

Box 9, activity 2 – What is their message? Pg 104

Box 9, activity 3 – What do healthy people do? Pg 105

Box 9, activity 4 – Healthy messages Pg 106

Box 9, activity 5 – What is a healthy day? Pg 107

Suggested Resources

A visit to the dentist

The mouth and teeth resource

'QCA: Sex and Relationships Education, Healthy Lifestyles and Financial Capability'

Unit 3 – Making choices for a healthy life

Termlets	SEAL	Key Stage 2	
		3	4
1	New beginnings	<p><b>Safety Education</b></p> <ul style="list-style-type: none"> <li>- looking out for dangers, dangerous objects, dangerous situations</li> <li>- linking actions to outcomes</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u></p> <p>Box 2, activity 1 – How do I describe myself and other people? Pg 85  Box 2, activity 2 – Who am I? Where am I going? Who am I with? Pg 86  Box 3, activity 1 – What makes indoor places fun and exciting? Pg 89</p>	<p><b>Safety Education</b></p> <ul style="list-style-type: none"> <li>- road safety</li> <li>- water safety</li> <li>- rail safety</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u></p> <p>Box 3, activity 2 – What is an accident? Pg 92  Box 4, activity 1 – Where are my favourite outdoor places? Pg 95  Box 4, activity 2 – Rules and risks Pg 96  Box 4, activity 3 – What would I do if something dangerous or frightening happened? Pg 97  Box 4, activity 4 – How do get there and back? Pg 99  Box 4, activity 5 – Using the roads Pg 100</p>
		<p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>- what can I do to keep myself safe?</li> <li>- what do I think I have to keep safe from?</li> <li>- who looks after me and my safety?</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u></p> <p>Box 1, activity 1 – What is it like to feel safe? Pg 79  Box 1, activity 2 – Feeling safe or uncertain Pg 80  Box 1, activity 4 – What do we think we need to keep safe from? Pg 83  Box 1, activity 5 – What do we think we have to keep safe from? Pg 84</p>	<p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>- how do I think I keep safe?</li> <li>- taking responsibility for my own safety</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u></p> <p>Box 5, activity 1 – Who has the job of keeping me safe? Pg 102  Box 5, activity 2 – What does being responsible mean to me? Pg 103  Box 5, activity 3 – Who can I trust? Pg 104  Box 5, activity 4 – What kind of person is this? Pg 105  Box 2, activity 5 – How can I recognise dangerous people? Pg 121</p>

2	Say no to bullying	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>- learning to value the environment</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>'Health for Life 8-11 years'</u> Box 5, activity 1 – What makes a happy, healthy neighbourhood? Pg 136</p> <p><u>QCA Citizenship</u> Unit 6 – Developing our school grounds Unit 9 – Respect for property</p>	<p><b>Citizenship (Difference and Diversity)</b></p> <ul style="list-style-type: none"> <li>- living in a diverse world</li> <li>- how are we the same how are we different?</li> <li>- personal identity</li> <li>- membership of different groups</li> <li>- dealing with prejudice including racism, and supporting others who encounter it</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>'Health for Life 8-11 years'</u> Box 3, activity 2 – How do we care for people? Pg 124</p> <p><u>QCA Citizenship</u> Unit 5 – Living in a diverse world Unit 7 – Children's Rights/ Human rights</p>
	Getting on and falling out	<p><b>Anti-bullying Education</b></p> <ul style="list-style-type: none"> <li>- caring for others</li> <li>- who are the carers?</li> <li>- what can I do when I am bullied?</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> Box 1, activity 1 – What is it like to feel safe? Pg 79 Box 1, activity 2 – Feeling safe or uncertain Pg 80 Box 1, activity 4 – What do we think we need to keep safe from? Pg 83 Box 1, activity 5 – What do we think we have to keep safe from? Pg 84</p>	<p><b>Anti-bullying Education</b></p> <ul style="list-style-type: none"> <li>- what makes me feel confident with people in difficult situations?</li> <li>- what makes me scared sometimes or uneasy?</li> <li>- knowing when to say 'yes', 'no', 'no you can't', 'no I won't', 'don't', 'please stop'</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> Box 5, activity 1 – Who has the job of keeping me safe? Pg 102 Box 5, activity 2 – What does being responsible mean to me? Pg 103 Box 5, activity 3 – Who can I trust? Pg 104 Box 5, activity 4 – What kind of person is this? Pg 105 Box 2, activity 3 – Making and breaking friendship links Pg 118 Box 2, activity 5 – How can I recognise dangerous people? Pg 121</p>

**Drugs Education**

- understanding what goes into my body
- understanding what goes on my body
- who's job is it to keep me healthy and safe?
- how do I recognise and trust these people?
- who handles drugs at work?
- are there drugs in our school?

'Health for Life 8-11 years'

Box 15, activity 1 – Lets persuade Pg 26

Box 15, activity 2 – Being persuaded Pg 27

Box 1, activity 1 – What goes into my body Pg 57

Box 1, activity 2 – How do things get into my body systems? Pg 58

Box 1, activity 3 – Where do things go once they are in my body? Pg 58

Box 1, activity 4 – How do I feel when I have had too much? Pg 59

Box 1, activity 5 – What makes me feel better? Pg 60

Box 3, activity 1 – Who handles drugs at work? Pg 66

Box 3, activity 2 – Are there drugs in our school? Pg 67

Suggested Resources

Drugs cards

Hazards in the home

**Citizenship (Financial Capability)**

- understanding my money

QCA Sex and relationships education, healthy lifestyles and financial capability

Unit 7 – Looking after my money

**Drugs Education**

- what happens when I am ill?
- where do things go when they enter my body?
- what do we know about drugs?
- when do people need drugs?
- facts about smoking

'Health for Life 8-11 years'

Box 2, activity 1 – What do we know about drugs? Pg 62

Box 2, activity 2 – When do people need drugs? Pg 63

Box 2, activity 3 – Where do drugs come from? Pg 64

Box 2, activity 4 – Who thinks they need drugs when they are not ill? Pg 64

Box 2, activity 5 – Why do people think they cannot manage without drugs? Pg 65

Box 5, activity 1 – What is it like to be grown up? Pg 71

Box 5, activity 2 – Who can persuade us? Pg 72

Box 6, activity 1 – Advertising Pg 74

Box 6, activity 2 – What are the facts about smoking? Pg 74

Box 6, activity 3 – Why do people smoke? Pg 75

Suggested Resources

Drugs cards

Hazards in the home

QCA Drug, Alcohol and Tobacco Education

Unit B – Risk taking and dealing with pressure



**Emotional Health and Well-being**

- doing school work, in particular reading and writing
- being with special people
- understanding how my body and brain is growing and changing
- what can I do to keep myself happy?

'Health for Life 8-11 years'

Box 9, activity 1 – Who's job is it to keep me healthy? How, or where can I take on some more responsibility? Pg 24

Box 1, activity 2 – How do we make each other happy? Pg 113

Box 1, activity 3 – How do I feel when people quarrel? Pg 114

Suggested Resources

Body and emotions pack

**Healthy Eating**

- what do I eat?
- why do I eat?
- when do I eat?
- where do I eat?
- making choices
- who keeps food clean and safe?
- what can I do to help?

Health for Life 8-11 years'

Box 4, activity 1 – What do I need to know? Pg 36

Box 4, activity 2 – Healthy eating to keep health? Pg 37

Box 4, activity 3 – How can we eat for health? Pg 37

Box 4, activity 4 – How can I eat for health? Pg 38

Box 4, activity 5 – What happens to the food inside me? Pg 39

Box 4, activity 6 – Becoming an 'expert' Pg 40

Suggested Resources

Healthy Lunchbox

The nutrition board

QCA Sex and relationships education, healthy lifestyles and financial capability

Unit 6 – Eating healthily, being active

**Emotional Health and Well-being**

- what makes me sad or unsure?
- how do I feel when I lose special things? Break up with friends, or I am separated from people I love because they go away or die?

Health for Life 8-11 years'

Box 13, activity 1 - What makes me feel sad? Unsure? Lonely?

Embarrassed? Pg 30

Box 19, activity 1 – What do loss and separation feel like? Pg 32

Box 19, activity 2 – How do I feel when I lose things? Pg 33

Box 19, activity 3 – How do I feel when I lose, or am separated from people? Pg 33

Box 19, activity 4 – Who can help me? Pg 33

Box 1, activity 1 – Liking and loving Pg 123

Box 1, activity 4 – Feelings, moods and boredom Pg 127

Suggested Resources

Body and emotions pack

**Healthy Eating**

- who or what are the persuaders
- how do people try to persuade me?
- how do advertisements try to persuade me?
- how do I know what to believe?
- what is persuasion? Fact? Opinion?
- caring for my teeth

Health for Life 8-11 years'

Box 4, activity 15 – Caring for my teeth Pg 51

Box 4, activity 16 – What keeps my teeth strong and healthy? Pg 52

Suggested Resources

A visit to the dentist

The mouth and teeth resources

Healthy Lunchbox

Nutrition resources

QCA Sex and relationships education, healthy lifestyles and financial capability

Unit 6 – Eating healthily, being active

**SRE**

- growing and changing – changes on the inside, changes on the outside
- relationships – looking at different types of relationships, family and friends – sharing and caring
- personal hygiene

Health for Life 8-11 years'

Box 13, activity 1 – What makes me feel sad, unsure, lonely, embarrassed?  
Pg 30

Box 2, activity 1 – What do I like about my friends? What do they like about me? Pg 116

Box 2, activity 2 – Making friends Pg 117

Box 2, activity 3 – Making and breaking friendships Pg 118

Resources

Emotions pack

Sex education pack

Personal hygiene

Stereotypes – people and jobs

**SRE**

- liking and loving
- body systems
- my outer defence system
- my inner defence system
- feelings, moods and boredom
- personal hygiene

'Health for Life 8-11 years'

Box 4, activity 8 – Body systems Pg 42

Box 4, activity 9 – My outer defence system Pg 43

Box 4, activity 10 – My inner defence system Pg 45

Box 3, activity 1 -Liking and loving. Pg 123

Box 3, activity 2 – How do we care for people Pg 124

Box 3, activity 3 – Fancy that! Pg 126

Box 3, activity 4 – Feelings, moods and boredom Pg 127

Box 3, activity 5 – Sharing Pg 130

Resources

Emotions pack

Sex education pack

Personal hygiene

Stereotypes – people and jobs

6	Changes	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- exercise</li> <li>- keeping warm or cool</li> <li>- visiting or being visited by healthy professionals e.g. dentist, doctor, school nurse.</li> <li>- fresh air, including going out in the sunshine.</li> <li>- understanding my healthy lifestyle.</li> <li>- understanding different people have different healthy lifestyles from mine</li> <li>- understanding consequences</li> <li>- making choices – saying ‘yes’ and ‘no’</li> <li>- understanding health care provision</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>‘Health for Life 8-11 years’</u> Box 9, activity 1 – Who’s job is it to keep me healthy? Pg 24</p> <p><u>Resources</u> Organs of the body Human Body</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- what happens when I exercise?</li> <li>- what exercise do I take?</li> <li>- what do I need to know to keep healthy?</li> <li>- Advertising</li> <li>- who’s job is it to keep me healthy?</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>‘Health for Life 8-11 years’</u> Box 4, activity 11 – What exercise do I take? Pg 46 Box 4, activity 12 – Exercise makes me feel ... Pg 47 Box 4, activity 13 – What happens when I exercise? Pg 48</p> <p><u>Resources</u> Organs of the body Human Body</p> <hr/> <p><b>Physical and Social Environment</b></p> <ul style="list-style-type: none"> <li>- is our school a health promoting school?</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>‘Health for Life 8-11 years’</u> Box 25, activity 1 – Is ours a healthy, health promoting school? Pg 22 Box 25, activity 2 – What can I do to help? Pg 23</p>
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Termlets	SEAL	Key Stage 2	
		5	6
1	New beginnings	<p><b>Safety Education</b></p> <ul style="list-style-type: none"> <li>- safety inside and outside</li> <li>- what do I have to keep safe from</li> <li>- how can I be responsible using my judgements</li> </ul> <p>-----</p> <p><u>Health for Life 8-11 years'</u>            Box 5, activity 1 – Where do most serious accidents occur? Pg 249            Box 5, activity 2 - Road, traffic and accidents Pg 250</p>	<p><b>Safety Education (First Aid)</b></p> <ul style="list-style-type: none"> <li>- using my judgements</li> <li>- what causes accidents</li> <li>- can I cope in an emergency?</li> <li>- simple first aid</li> <li>- where do most serious accidents occur?</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u>            Box 5, activity 3 – Which accident is most likely to happen in the home? Pg 250            Box 5, activity 4 – What causes accidents? Pg 251            Box 5, activity 5 – Can I practice avoiding accidents? Pg 252            Box 5, activity 6 – Can I cope in an emergency? Pg 253</p>
		<p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>- taking responsibility for my own safety</li> <li>- safe use of the internet and mobile phones</li> <li>- who are the people I trust?</li> <li>- when is it best to tell secrets?</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u>            Box 1, activity 1 – What am I keeping myself safe from? Pg 229            Box 1, activity 2 – Critical moments Pg 231            Box 3, activity 1 – What do I have to keep safe from? Pg 237            Box 3, activity 2 – What gives me confidence? Pg 238            Box 3, activity 3 – What makes me feel less confident? Pg 239            Box 6, activity 1 – Who are the people I trust? Pg 255            Box 6, activity 5 – In what ways can people be dangerous? Pg 259            Box 6, activity 6 – When is it best to tell secrets? Pg 259</p>	<p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>- how do my senses help me to keep safe?</li> <li>- who are the people I trust?</li> <li>- what can I do when no one will listen?</li> </ul> <p>-----</p> <p><u>'Health for Life 8-11 years'</u>            Box 3, activity 1 – What do I have to keep safe from? Pg 237            Box 3, activity 2 – What gives me confidence? Pg 238            Box 3, activity 3 – What makes me feel less confidence? Pg 239            Box 6, activity 2 – What will I do when no one will listen? Pg 256</p>

2	Say no to bullying	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>- respect for property</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>QCA Citizenship</u>  Unit 8 – How do rules and laws affect me?  Unit 10 – Local democracy for young citizens</p>	<p><b>Citizenship (Difference and Diversity)</b></p> <ul style="list-style-type: none"> <li>- different communities including family and school.</li> <li>- recognising and respecting diversity within communities.</li> <li>- similarities and differences between communities in other parts of the world and our own country</li> <li>- dealing with the media</li> </ul> <hr style="border-top: 1px dashed blue;"/> <p><u>QCA Citizenship</u>  Unit 5 – Living in a diverse world  Unit 11 – In the media – what’s in the news?</p>
	Getting on and falling out	<p><b>Anti-Bullying Education</b></p> <ul style="list-style-type: none"> <li>- how do rules and laws affect me?</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>‘Health for Life 8-11 years’</u>  Box 36, activity 1 -Where do I go? What are the risks? Pg 166  Box 6, activity 2 – Measuring the risk Pg 167</p>	<p><b>Anti-Bullying Education</b></p> <ul style="list-style-type: none"> <li>- what is bullying?</li> <li>- who gets bullied?</li> <li>- my network of friends</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>‘Health for Life 8-11 years’</u>  Box 22, activity 1 – What are we afraid of? Pg 161  Box 22, activity 2 – What is a bully? What is bullying? Pg 163  Box 22, activity 3 – Who gets bullied? Pg 164  Box 36, activity 2 – Measuring the risk Pg 167  Box 1, activity 2 – Learning to get along with one another Pg 268  Box 2, activity 3 – My network of friends Pg 268</p>

**Drugs Education**

- what happens when I take pills and medicines that are prescribed for me?
- who and what are the persuaders?
- what do I need to know about tobacco, alcohol, tea, coffee, and other mood changing substances?

'Health for Life 8-11 years'

Box 3, activity 3 – What do I need to know about smoking? Pg 170

Box 3, activity 4 – I need a drink! Pg 171

Box 1, activity 3 – How do drugs affect us? Pg 204

Box 3, activity 1 – Are the risks the same for everyone? Pg 212

Box 3, activity 3 – Assessing the risk Pg 214

Box 4, activity 1 – What are the warnings against smoking? Pg 218

Box 4, activity 2 – What is smoking? Pg 219

Box 4, activity 3 – Smoking in school Pg 220

Resources

Drugs cards

Hazards in the home

**Citizenship (Financial Capability)**

- looking after my money

QCA Sex and relationships education, healthy lifestyles and financial capability

Unit 7 – Looking after my money

**Drugs Education**

- being aware of pressures and influences on me
- alcohol
- what does it mean to be hooked?
- how do drugs affect us?

'Health for Life 8-11 years'

Box 19, activity 1 – What are the pressures and influences? Pg 173

Box 19, activity 2 - Making my own decisions about harmful substances Pg 174

Box 2, activity 1 – What do we mean when we say 'on drugs'? Pg 205

Box 2, activity 2 – Are there any drugs in our school? Pg 206

Box 2, activity 3 – How can we help to keep drugs safe? Pg 208

Box 2, activity 4 – What does it mean to be hooked? Pg 209

Resources

Drugs cards

Hazards in the home

QCA Drug, Alcohol and Tobacco Education

Unit C – Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations

**Careers**

- what does being grown up mean?
- how do I feel about growing up?
- what is involved in growing up?
- careers

'Health for Life 8-11 years'

Box 6, activity 4 – Images of me Pg 154

Box 24, activity 1 – What is involved in growing up? Pg 183

Box 24, activity 2 – What does being grown up mean? Pg 185

Box 24, activity 3 – How do I feel about growing up? Pg 186

Box 24, activity 4 – When I have grown up I will ... Pg 188

4	Good to be me	<p><b>Emotional Health and Well-being</b></p> <ul style="list-style-type: none"> <li>- loss and separation</li> <li>- how do we make each other happy?</li> <li>- what's it like to feel high or feel low?</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> Box 4, activity 2 – Loss and separation Pg 289</p> <p><u>Emotions Resources</u></p>	<p><b>Emotional Health and Well-being</b></p> <ul style="list-style-type: none"> <li>- valuing myself</li> <li>- images of me</li> <li>- what gives me confidence?</li> <li>- coping with group pressure</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><u>'Health for Life 8-11 years'</u> Box 16, activity 1 – Why should I value myself? Pg 146 Box 16, activity 2 – How do people show they value me? Pg 147 Box 16, activity 3 – How can I show other people I value them? And what upsets me? Pg 149 Box 16, activity 4 – How can I show other people that I value them? Pg 150 Box 6, activity 4 – Images of me Pg 154 Box 3, activity 2 – What gives me confidence? Pg 238</p> <p><u>Emotions Resources</u></p>
		<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>- healthy eating to keep healthy</li> <li>- food groups</li> <li>- what do I need to know more about?</li> <li>- Making choices about food</li> <li>- understanding labelling and packaging of food</li> </ul> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> Box 3, activity 1 – What are the dos and don'ts of a healthy lifestyle? Pg 169 Box 3, activity 2 – What do I need to know more about? Pg 170</p> <p>Healthy Lunchbox Nutrition Resources</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>- taking responsibility for my choices</li> <li>- children as health educators</li> <li>- making sense of the media</li> </ul> <hr style="border-top: 1px dashed red;"/> <p>Healthy Lunchbox Nutrition Resources</p>

**SRE**

- physical and emotional changes at puberty
- how to access support for questions about puberty
- timelines, my changing body
- growing up
- valuing myself
- coping with my emotions
- personal hygiene

'Health for Life 8-11 years'

Box 16, activity 1 – Why should I value myself? Pg 146

Box 16, activity 2 – How do people show they value me? Pg 147

Box 16, activity 3 – How can I show other people I value them? What upsets me? Pg 149

Box 16, activity 4- How can I show other people I value them? (role play) Pg 150

Box 1, activity 1 – Timelines Pg 178

Box 1, activity 2 – My changing body Pg 180

Box 1, activity 3 – Changing from being a girl to being a woman and from a boy to being a man Pg 181

Suggested Resources

The body board and emotions pack

Sex education pack

Personal hygiene

Stereotypes – people and jobs

QCA Sex and relationships education, healthy lifestyles and financial capability

Unit 5 – How the body works and changes in puberty

**SRE**

- physical and emotional changes at puberty
- how to access support for questions about puberty
- timelines, my changing body
- growing up
- valuing myself
- coping with my emotions
- personal hygiene
- how do I feel about growing up?
- what worries me about growing up?
- taking responsibility for my feelings?
- coping with change and emotions
- stereotypes

'Health for Life 8-11 years'

Box 24, activity 1 – What is involved in growing up? Pg 183

Box 24, activity 2 – What does growing up mean? Pg 185

Box 24, activity 3 – How do I feel about growing up? Pg 186

Box 24, activity 4 – When I'm grown up I will ... Pg 188

Box 24, activity 5 – What worries me? Pg 188

Box 24, activity 6 – Do I want to hurry this growing up process? Pg 189

Box 24, activity 7 – How can I help myself? Who can help me? Pg 190

Box 26, activity 1 – Taking on more responsibility Pg 192

Box 26, activity 2 – How can I be responsible for my feelings? Pg 194

Box 26, activity 3 – Coping with love and changing feeling Pg 195

Suggested Resources

The body board and emotions pack

Sex education pack

Personal hygiene

Stereotypes – people and jobs



			<u>QCA Sex and relationships education, healthy lifestyles and financial capability</u> Unit 5 – How the body works and changes in puberty
6	Changes	<b>PSHE</b> - Physical and Social Environment - developing our school grounds ----- <u>QCA Citizenship</u> Unit 6 – Developing our school grounds	<b>PSHE</b> - transition - gaining support and help - accessing information ----- <u>QCA Sex and relationships education, healthy lifestyles and financial capability</u> Unit 4 – Support networks  <u>QCA Citizenship</u> Unit 12 – Moving on