

PSHE, SRE, Drugs and Alcohol Education Programme of Study

Termlets	SEAL	Key Stage 1	
		1	2
1	New beginnings	Keeping Safe Safety Education - Keeping safe indoors/ outdoors ----- <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.	Understanding dangers Keeping myself and others safe Safety Education - looking out for dangers, dangerous objects, dangerous situations ----- <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
		Child Protection - keeping oneself safe ----- <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	Child Protection - keeping oneself safe and others safe ----- <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

2	Say no to bullying	Anti-bullying understanding right and wrong Anti-bullying Education <ul style="list-style-type: none"> - keeping oneself safe - understanding right and wrong <hr style="border-top: 1px dashed red;"/>	Anti-bullying understanding right and wrong Anti-bullying Education <ul style="list-style-type: none"> - keeping oneself safe - understanding right and wrong <hr style="border-top: 1px dashed red;"/>
	Getting on and falling out	<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	<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

Drugs Education

- taking medicines, pills, tonics and plasters

'Health for Life 4-7 years'

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

Include:

- parts of the human body
- types of medicines, e.g. pills, injections, creams etc.
- Discuss basic rules about medicine and safety. Incorporate emergencies.
- Be able to discuss feelings, how to stay safe and asking for help.

Drugs Education

- medication
- legal substances

'Health for Life 4-7 years'

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

Include:

- How medicines and alcohol affect the body. How can you ensure it is safe?
- Be able to name body parts.
- Discuss importance of keeping clean, general hygiene and preventing disease from spreading.
- Know how to make safe choices, actions and consequences and who to talk to if feeling sad, worried or scared.

Emotional health and wellbeing
Valuing myself
Healthy eating

- playing games and playing with toys
- being with special people
- visiting or being visited by health professionals

'Health for Life 4-7 years'

Box 1, activity 1 - What are the things I treasure most? Pg 83

Box 1, activity 2 - How am I special? Pg 84

Include:

-Valuing myself and others

- washing of hands
- healthy foods

'Health for Life 4-7 years'

Box 8, activity 1 - What made me grow? Who helped me to grow?
Pg 28

Emotional health and wellbeing
Differences between boys and girls
Healthy eating
Making choices

- relationships and responsibility
- friends, friendships and influences
- what makes me feel good about myself
- caring for others

'Health for Life 4-7 years'

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

Include:

-The differences between boys and girls

-The differences between male and female babies

- healthy and not so healthy foods
- making choices

'Health for Life 4-7 years'

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

SRE
Growing and changing
Being a good friend

- growing and changing
- relationships

'Health for Life 4-7 years'

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

Include:

-Correct terminology of body parts - similarities and differences between genders.

-Different types of families.

-What it means to be a good friend.

SRE
Growing independence
Differences between male and female

- growing and changing
- growing independence
- understanding the changes
- relationships and responsibility
- 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.
- what makes me feel good about myself?

'Health for Life 4-7 years'

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

Include:

-The differences between male and female animals.

-Understand that making a new life needs both a male and a female.

**Making choices
Being healthy
Consequences**

PSHE

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

'Health for Life 4-7 years'

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

**Hygiene
Exercise
Teeth cleaning**

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

'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

Termlets	SEAL	Key Stage 2	
		3	4
1	New beginnings	<p>Safety education Looking out for dangers Actions and consequences Keeping safe, feeling safe</p> <ul style="list-style-type: none"> - looking out for dangers, dangerous objects, dangerous situations - linking actions to outcomes <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> Box 2, activity 1 - How do I describe myself and other people? Pg 85 Box 2, activity 2 - Who am? 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>Safety education Road safety Water safety Rail safety Keeping safe Taking responsibility for my own safety</p> <hr style="border-top: 1px dashed red;"/> <p><u>'Health for Life 8-11 years'</u> 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>Child Protection</p> <ul style="list-style-type: none"> - what can I do to keep myself safe? - what do I think I have to keep safe from? - who looks after me and my safety? <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>Child Protection</p> <ul style="list-style-type: none"> - how do I think I keep safe? - taking responsibility for my own safety <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 5 - How can I recognise dangerous people? Pg 121</p>

2	Say no to bullying	<p>Anti-bullying education Caring for others Bullying Self esteem Challenging stereotypes</p> <p>Citizenship</p> <ul style="list-style-type: none"> - learning to value the environment <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>Anti-bullying education</p> <p>Citizenship (Difference and Diversity)</p> <ul style="list-style-type: none"> - living in a diverse world - how are we the same how are we different? - personal identity - membership of different groups - dealing with prejudice including racism, and supporting others who encounter it <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>
	Getting on and falling out	<p>Anti-bullying Education</p> <ul style="list-style-type: none"> - caring for others - who are the carers? - what can I do when I am bullied? <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>Include: -Self esteem: Your worth as an individual. -Challenge gender stereotyping and fixed ideas about gender, e.g. males and females enjoying the same tasks.</p>	<p>Anti-bullying Education</p> <ul style="list-style-type: none"> - what makes me feel confident with people in difficult situations? - what makes me scared sometimes or uneasy? - knowing when to say 'yes', 'no', 'no you can't', 'no I won't', 'don't', 'please stop' <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 Peer pressure

- 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

Include:

- Understanding body parts - the differences between males and females.
- Agree on terminology for male and female body parts.
- Understand what peer pressure is and learn strategies for resisting it.
- Identify potential dangers in different environments.
- Discuss being healthy: how do healthy people look, feel & live?
What about not so healthy people (smoking etc)?
- Understand how to make healthy choices.

Going for goals

Drugs education Peer pressure

- 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

Include:

- Revisit body parts.
- Discuss different attitudes, self awareness and consequential thinking skills.
- Understand what legal drugs are.
- Understand laws and age restrictions - why are these appropriate? How do they keep us safe?
- Discuss alcohol - what are the affects? Why do people choose to drink? How could you make it safer?
- Understand the purpose of labelling and instructions on products.
- Be able to explain what affect drugs and alcohol can have on decisions, friendships, relationships and how to ensure it remains positive rather than turning negative.

**Emotional health and wellbeing
Healthy eating**

- 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

Good to be me

**Emotional health and wellbeing
Relationships
Feelings and emotions
Resilience
Healthy eating**

- 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

Include:

-Understand a range of relationships, feelings and behaviours.

How do they impact each other?

-Understand what assertiveness is and how to use it as a skill - how can you express feelings and emotions positively?

-Be able to understand what resilience is and how to be resilient.

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

Healthy Eating

- who or what are the persuaders
- how do people try to persuade me?
- how do advertisements try to persuade me?
- how to 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

SRE
Growing and changing
Relationships
Family differences—challenging stereotypes
Personal hygiene

- 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

Include:

- Understand a range of family set-ups and differences.
- Be able to challenge and address stereotypes.

SRE
Growing and changing
Human life cycle
Basic puberty

- 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

Include:

- Understand the human life cycle - be able to explain how, when and why you grow and change.
- Explain how puberty means there is a physical change - be able to discuss some of the changes.
- Understand some basic facts about puberty, e.g. reproduction and pregnancy.
- Understand how puberty can affect feelings and relationships can change.
- Be able to respond to questions with confidence.
- Know when and how to seek help if needed.

**Decision making
Exercise
Health professionals**

- exercise
- keeping warm or cool
- visiting or being visited by healthy professionals e.g. dentist, doctor, school nurse.
- fresh air, including going out in the sunshine.
- understanding my healthy lifestyle.
- understanding different people have different healthy lifestyles from mine
- understanding consequences
- making choices - saying 'yes' and 'no'
- understanding health care provision

'Health for Life 8-11 years'

Box 9, activity 1 - Who's job is it to keep me healthy? Pg 24

Include:

- Understand the importance of decision making -
 - how to consider different possibilities / outcomes
 - how your feelings and actions can have an impact on others.

**Exercise
Keeping healthy
Healthy schools—physical and social environment**

- what happens when I exercise?
- what exercise do I take?
- what do I need to know to keep healthy?
- Advertising
- who's job is it to keep me healthy?

'Health for Life 8-11 years'

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

Physical and Social Environment

- is our school a health promoting school?

'Health for Life 8-11 years'

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

Termlets	SEAL	Key Stage 2	
		5	6
1	New beginnings	<p>Safety education Risks Responsibility for judgements Responsibility for own safety Safe use of internet and mobile phones People I trust</p> <ul style="list-style-type: none"> - safety inside and outside - what do I have to keep safe from - how can I be responsible using my judgements <hr style="border-top: 1px dashed red;"/> <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>Include: -Understanding risks - when it is appropriate to take a risk, when to say no and when to seek help. -Understanding what unwanted physical contact is and knowing ways to resist it.</p>	<p>Safety education First aid Emergencies People I trust Consider consequences of your actions</p> <ul style="list-style-type: none"> - using my judgements - what causes accidents - can I cope in an emergency? - simple first aid - where do most serious accidents occur? <hr style="border-top: 1px dashed red;"/> <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>

Child Protection

- taking responsibility for my own safety
- safe use of the internet and mobile phones
- who are the people I trust?
- when is it best to tell secrets?

'Health for Life 8-11 years'

- 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

Child Protection

- how do my senses help me to keep safe?
- who are the people I trust?
- what can I do when no one will listen?

'Health for Life 8-11 years'

- 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

2	Say no to bullying	<p style="text-align: center;">Anti-bullying education Rules and laws Stereotyping Challenging all 'isms' Media impact</p> <ul style="list-style-type: none"> - how do rules and laws affect me? - Similarities and differences 	<p style="text-align: center;">Anti-bullying education Bullying Network of friends</p> <ul style="list-style-type: none"> - what is bullying? - who gets bullied? - my network of friends
	Getting on and falling out	<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>Include: -Be able to discuss and understand, gender stereotyping and sexuality. -Discuss and challenge a range of 'isms' - work with what is relevant to the children first and foremost (e.g. sexism, ageism, homophobia etc), -Discuss and challenge the media on these subjects - how does it affect attitudes etc?</p> <p>Citizenship</p> <ul style="list-style-type: none"> - respect for property 	<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> <p>Citizenship (Difference and Diversity)</p> <ul style="list-style-type: none"> - different communities including family and school. - recognising and respecting diversity within communities. - similarities and differences between communities in other parts of the world and our own country - dealing with the media

Puberty
Logistics for girls
Hygiene
Positive and negative relationships

- 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

Include:

- logistics of menstruation for girl only groups
- The relationship between puberty and hygiene - how to stay clean.
- How emotions can change and hormones may affect you during puberty - how to ask for help and support - who to ask etc.
- Be able to understand what good/positive/healthy relationships are, such as, good friendships and intimate relationships including marriage.

Puberty
Reproduction
Conception and pregnancy
Gender and sexuality
Adult relationships
Being a parent—roles and responsibilities

- 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

			<p>Include:</p> <ul style="list-style-type: none">-Understand how puberty is preparation for reproduction.-Be able to discuss gender and sexuality.-Be able to discuss a range of relationships.-Be able to discuss reproduction and how babies are made - understand conception and pregnancy.-Be able to discuss and understand the roles and responsibilities of a parent.
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Emotional health and wellbeing
Healthy eating
Choices

- loss and separation
- how do we make each other happy?
- what's it like to feel high or feel low?

'Health for Life 8-11 years'

Box 4, activity 2 - Loss and separation Pg 289

Emotional health and wellbeing
Healthy eating
Risk

Valuing myself and others
Peer pressure
Media influence

- valuing myself
- images of me
- what gives me confidence?
- coping with group pressure

'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?

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

Include:

-Keeping safe

-Pressure of unwanted physical contact and strategies to resist it.

-Understand when it is appropriate to take a risk, say no and seek help/support.

	<p>Healthy Eating</p> <ul style="list-style-type: none">- healthy eating to keep healthy- food groups- what do I need to know more about?- Making choices about food- understanding labelling and packaging of food <hr/> <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 Eating</p> <ul style="list-style-type: none">- taking responsibility for my choices- children as health educators- making sense of the media <hr/>
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Drugs education Peer pressure

- 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

Include:

- What influences children to experiment.
- Understand what solvents are and the affects/risks they have on a body.
- Discuss and understand ways of resisting peer pressure.
- Be able to understand what to do in an emergency and basic first aid.

Citizenship (Financial Capability)

- looking after my money

Drugs education Peer pressure Facts Media

- 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

Include:

- Know a range of facts about illegal drugs.
 - Discuss and understand self image and how the media may influence it.
 - Discuss and understand different behaviours and challenge stereotyping.
 - Discuss and understand ways to resist peer pressure including assertiveness skills
 - Understand what sources of support are available and how to access them.
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			<p>Careers</p> <ul style="list-style-type: none"> - what does being grown up mean? - how do I feel about growing up? - what is involved in growing up? - careers <hr style="border-top: 1px dashed blue;"/> <p><u>'Health for Life 8-11 years'</u></p> <p>Box 6, activity 4 - Images of me Pg 154</p> <p>Box 24, activity 1 - What is involved in growing up? Pg 183</p> <p>Box 24, activity 2 - What does being grown up mean? Pg 185</p> <p>Box 24, activity 3 - How do I feel about growing up? Pg 186</p> <p>Box 24, activity 4 - When I have grown up I will ... Pg 188</p>
6	Changes	<p style="text-align: center;">Physical and social environment Developing and using the school grounds</p> <ul style="list-style-type: none"> - Physical and Social Environment - developing our school grounds <hr style="border-top: 1px dashed red;"/>	<p style="text-align: center;">Transition to secondary school Gaining support and help Accessing information</p> <ul style="list-style-type: none"> - transition - gaining support and help - accessing information <hr style="border-top: 1px dashed red;"/>
<p>Current issues and areas to be addressed as a whole school:</p> <ul style="list-style-type: none"> -'Isms' : homophobia, transgender, racism, sexism, -Stress management -British Values (OFSTED will ask about this) -First aid -Media: body image -E-safety; internet safety; -Good mental health -Challenging radicalisation/extremism (if appropriate) 			