



**KEY STAGE 2**  
**Elements of the Framework for Personal, Social and Health Education and Citizenship**  
**that are addressed through the Social, Emotional Aspects of Learning (SEAL) Programme**

**1. Developing confidence and responsibility and making the most of their abilities**

<b>Pupils should be taught:</b>	<b>New beginnings</b>	<b>Getting on and falling out</b>	<b>Say no to bullying</b>	<b>Going for goals</b>	<b>Good to be me</b>	<b>Relationships</b>	<b>Changes</b>
a to talk and write about their opinion and explain their views, on issues that affect themselves and society	√	√	√		√	√	√
b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	√	√	√	√	√	√	√
c to face new challenges positively by collecting information, looking for help, making responsible choices, and new challenges	√	√	√	√		√	√
d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way					√	√	√
e about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future							
f to look after their money and realise that future wants and needs may be met through saving							

## 2. Preparing to play an active role as citizens

Pupils should be taught:	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships	Changes
a to research, discuss and debate topical issues, problems and events		√	√			√	
b why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	√		√				
c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	√	√	√		√	√	
d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	√						
e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experience	√	√	√		√	√	√
f to resolve differences by looking at alternatives, making decisions and explaining choices	√	√	√	√	√	√	
g what democracy is, and about the basic institutions that support it locally and nationally							
h to recognise the role of voluntary, community and pressure groups							
i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom							√
j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment							
k to explore how the media present information							

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### 3. Developing a healthy, safer lifestyle

Pupils should be taught:	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships	Changes
a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices							
b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread							
c about how the body changes as they approach puberty							
d which commonly available substances and drugs are legal and illegal, and their effects and risks							
e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable			√	√	√	√	
f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong			√		√		
g school rules about health and safety, basic emergency aid procedures and where to get help			√				

#### 4 Developing good relationships and respecting the differences between people

Pupils should be taught:	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships	Changes
a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	√	√	√	√	√	√	√
b to think about the lives of people living in other places and times, and people with different values and customs							√
c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	√	√			√	√	√
d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them	√	√	√		√	√	
e to recognise and challenge stereotypes		√	√				
f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability		√	√			√	√
g where individuals, families and groups can get help and support			√			√	