

LifEd.

Every child ready for the world

"Giving kids the life skills to deal with the hard stuff"



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RELATIONSHIPS + SEXUALITY

CYBER SAFETY

PHYSICAL HEALTH

DRUGS + ALCOHOL

RESPECTFUL RELATIONSHIPS

Early Years Learning

3 - 5 YEAR OLDS



- Develop and build skills that encourage a healthy lifestyle.
- Introduce and discuss nutrition, hygiene and physical activity.
- Explore the importance of sleep, rest and connections.

45 mins



- Learn about connections, including people who keep us safe and building help seeking skills.
- Discuss other areas of safety including wearing seatbelts, sun safety, safe play, water safety, safety with medicines

45 mins



- Supported to build social and emotional skills and knowledge.
- Focuses on emotional regulation, friendship, connection and seeking help.

45 mins



- Introduction to consent and that “my body belongs to me”.
- Discuss personal space and anatomical names for private body parts.
- Identifying trusted adults they can turn to for help.

45 mins



- Body clues and early warning signs when unsafe
- Help-seeking behaviours
- Autonomy and safe use of devices
- Consent and respecting boundaries

45 mins



NEW in 2027



- Supporting big school transition
- Embracing change
- Encouraging independence
- Fostering belonging
- Practising positive classroom behaviours

45 mins

Book now



Healthy Harold's Early Years Learning Program



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Main Idea: Children learn about making healthy choices as part of their daily routine, including eating nutritious foods, keeping clean, staying active, and getting enough rest.

Learning Intention: Learning to make healthy choices throughout the day to take care of our bodies.

Student Success Criteria: Students can name healthy foods that help their bodies grow strong and stay well. They can describe ways to keep clean, such as washing hands and brushing teeth. Students can explain why being active, getting enough sleep, and taking breaks are important for keeping their bodies healthy

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



Main Idea: Children learn to recognise different emotions and practise ways to manage their feelings and be kind friends.

Learning Intention: Learning to recognise and name different emotions, and to practise ways to calm our bodies and minds when feelings become overwhelming.

Student Success Criteria: Students can name different feelings and when they might feel them. They can show ways to calm down when they have big feelings. Students can explain how to be a kind friend and give others personal space.

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



Main Idea: Children learn how to keep themselves safe in different situations, including around roads, water, medicine, and technology.

Learning Intention: Learning ways to keep ourselves safe at home, in the community, and when using technology.

Student Success Criteria: Students can name safe and unsafe situations. They can explain who helps them stay safe and what to do if they feel unsafe. Students can share simple safety rules for home, outside, and online.

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



Main Idea: Children learn about personal space, body autonomy, private body parts, consent, and identifying trusted adults to help keep them safe.

Learning Intention: We are learning to understand our personal space, identify private body parts using correct names, and recognise that we can say yes or no to touch.

Student Success Criteria: Students can explain personal space, name private body parts using correct terms, identify trusted adults, and understand they have the right to say yes or no to touch.

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators

Healthy Harold's Early Years Learning Program



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Main Idea: Children learn how to stay safe when using devices or going online identifying body clues, early warning signs, help-seeking behaviours, safe use of devices, autonomy and making safe choices, consent and respecting boundaries.

Learning Intention: When using a device or going online we are learning to identify early warning signs, understand autonomy and when to seek help, make safe choices and using consent and respecting boundaries.

Student Success Criteria: Students will recognise early warning signs and body clues when something doesn't feel safe, identify ways to be safe and identify grown-ups who can help them when they feel worried or unsafe while using a device or going online.

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



Main Idea: Supporting preschool children as they transition to "big school" by practising helpful classroom behaviours and promoting positive perspectives on change.

Learning Intention: Encouraging children to embrace change with curiosity and joyful anticipation.

Student Success Criteria: Students can identify trusted adults they can go to for help and show ways they can be independent. They can demonstrate ways to listen to others, make friends and manage challenges and change. Students can talk about how they can feel confident and positive when trying new routines and experiences.

Early Years Learning Framework Outcomes:

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

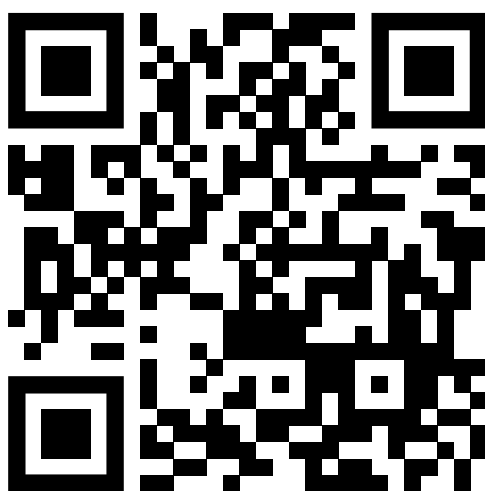
Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



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