ONE LIFE

PHYSICAL FITNESS | **SOCIAL** FITNESS | **MENTAL** FITNESS

A personal development and wellbeing universal entitlement for all pupils. We only get one life, so let's learn how to live it well!

One Life Statement of INTENT

One Life, which is a universal entitlement for personal development and well-being, explicitly teaches all children how to live their 'one life' well. The clear end goal of the programme is to ensure that all pupils know how to live a healthy, safe and happy life and know to manage their academic, personal and social lives in a positive way.

Children are growing up in an ever increasingly complex and changing world. The world now could be described as disconnected, digital, dopamine drowning and one which brings new challenges for our young people. To ensure we can meet this ambitious end goal, we must be counter-cultural and teach our children the knowledge and skills they need to thrive. One Life offers this for our children. It teaches children to do what is good and right in the hope that if they know better, they will choose better. It is deeply rooted in recent research from psychologists, social physiologists and doctors. It is centred on the moral mission to ensure that we work in partnership with our families to create a culture of respect.

At the heart of One Life is building strong mental, physical and social fitness. Each statutory requirement has been broken down into age-appropriate content which has been sequenced and connected to ensure that children 'know better so they can do better'. The content is repeated deliberately to ensure that children know more, remember more and do more with it. The content also covers children's spiritual, moral, cultural and social development whilst ensuring that they grow with their character with British Values at the heart.

The whole programme supports an Educational Psychology Service mission, of 'Relate to Educate,' which helps schools to build the intentional culture which enables children to develop, learn, adapt and thrive. One Life helps to shape all levels of the school setting including: ethos, policy, procedure and everyday interactions. It provides the power and the practical tools to adapt to the emotional and developmental needs of all young people, including those who are the most in need. This programme places a huge emphasis on relationships, respect, responsibility and restoration which have shown to be more effective in addressing issues of discipline and conflict rather than traditional behavioural approaches, where systems rely on the use of rewards and sanctions to encourage compliance.

One Life helps to offer a relational approach into practice addressing the following:

- **Developing Relationships** (staff to pupil, pupil to pupil and pupil to self)
- **Responding and Calming** (supports co-regulation leading to improved self-regulation, calm responses, and managing crisis well)
- **Repairing and Restoring** (staff to pupil, pupil to pupil and pupil to self)
- **Supporting inclusion** (helps to support experiences of adversity and trauma as well as addressing the impact of being over-sanitised and entitled)
- **Setting boundaries** (for themselves and understanding others) ***(Wakefield Educational Psychology Service, Relate to Educate, August 2023)***

This programme of work covers the following statutory components of the Relationships and Sex Education (RSE) and Health Education guidance 2026 and ensures that all of this content is taught and not told:

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Physical Health and Mental Well-being:

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping -Y5/Y6
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies (NB: One Life does not include No 1 and No 3 from the guidance)

It also supports the ***Spiritual, Moral, Social and Cultural development*** and ethos as well as promoting ***British Values*** and the ***Equal Opportunities Act and supports the awareness of the Protected Characteristics.*** It supports culture, character and personal attributes and growth for every pupil.

The 3 Components:

Curriculum – At a Glance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y1	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y2	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y3	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships Addiction (KS2 only)	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y4	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships Addiction (KS2 only)	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y5	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships Addiction (KS2 only)	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety
Y6	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Respect Body image Boundaries &Consent Privacy	Bouncing Back mentally Bouncing back in friendships Bullying & Cyberbullying Self-care	Self-compassion Compassion for others Stereotypes Suffering Online Emergency response	Power of Now The Brain Kind & Respectful relationships Online relationships Addiction (KS2 only)	Balancing doing and being (Physical Fitness) Health and Prevention Privacy Personal Safety

What is taught when?

HT1 SELF-AWARENESS	HT2 RESPONSE SYSTEM	HT3 BOUNCING BACK	HT4 COMPASSION	HT5 POWER OF NOW	HT6 DOING & BEING
Mental Fitness (x3 lessons) **Key Definitions (taught with repetition):** **Self-awareness** is to 'know myself, to grow myself' **Self-identity** includes my body, mind, soul/emotions and spirit/light **Acceptance** understanding and being okay with things as it is **Spirituality** is seeking a deeper connection with something bigger than myself where I experience feelings of awe, love, peace and fulfilment. **Self-esteem** is how much I like myself **Self-Control** is stopping and catching myself to make sure I do what is good and what is right **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.	**Mental Fitness (x3 lessons)** **Key Definitions (taught with repetition):** **Our response system** is our mind and body working together to protect us and keep us safe **Wise Owl** (upstairs brain), **Guard Dog** (amygdala) and **Emotion Elephant** (Hippocampus/emotional downstairs brain) **Emotions** are energy in motion **React** means to ACT quickly without thinking. **Response** leads to responsibility (power of the pause) **Self-Control** is stopping and catching myself to make sure I do what is good and what is right **Toolkit** – practical ways to build mental fitness **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.	**Mental Fitness (x 2 lessons)** **Key Definitions (taught with repetition):** **Bouncing back** is when we return to our usual selves after something difficult. **Adaptability** is to be like cooked spaghetti **Resilience** is to keep going even when something is difficult. **Forgiveness** is letting things go **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.	**Mental Fitness: (x 3 lessons)** **Key Definitions (taught with repetition):** **Compassion** is suffering together **Self-compassion** means being your own best friend **Dopamine** makes you feel good **Oxytocin** makes you feel loved **SENSES approach** is sensitivity, empathy, non-judgemental, sympathetic, extra care and supportive **Empathy** is understanding somebody else's feelings **Sympathy** means feeling sorry for somebody else **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.	**Mental Fitness: (X3 lessons)** **Key Definitions (taught with repetition):** **Power of Now** is being fully present in the moment **Mindfulness is** paying full attention to the present moment and noticing what's happening inside and around them, **Wise Owl** (upstairs brain), **Guard Dog** (amygdala) and **Emotion Elephant** (Hippocampus/emotional downstairs brain) **Attention** is focusing on one thing at a time **Self-Control** is stopping and catching myself to make sure I do what is good and what is right **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.	**Mental Fitness: x 2 lessons** **Key Definitions (taught with repetition):** **Exercise** is a physical activity that gets you moving, muscles work hard and strengthens our heart and lungs **Obesity** is when somebody is significantly overweight **Confidence** is believing in yourself and your abilities **Ambition** means having a strong desire to do or achieve something important **Balance** means spending time and energy doing and being. **Acceptance** understanding and being okay with things as it is **Personal Development** is the lifelong, deliberate process of improving your self-awareness, skills, mindset and habits.
Lesson 1 & 2 – Who am I? *Developing a positive sense of self. Knowing that I am a spirit/light, with a soul/emotions, with a mind and body. Valuing character over appearance.* ***Lesson 3-Making Friends with my Mind***	**Lesson 1, 2, 3 – Responding and not reacting** *Developing a strong response system despite the circumstances. This builds resilience and character. Understanding the key players of the brain and how this links to our nervous*	***Lesson 1 and 2- Bouncing Back mentally*** *Children will develop a deep understanding of what bouncing back is and how this relates to their overall wellbeing. They learn how to be cooked spaghetti (flexible and adaptable) and not uncooked*	***Lesson 1,2, 3 – Compassion is the antidote to suffering*** *Lesson 1 – self-compassion, Lesson 2- compassion to others and Lesson 3 – compassion in the world. Children will learn that life can be hard at times, suffering happens but we must build our toolkit to respond compassionately.*	***Lesson 1 -Being Present*** *This lesson focuses on being present using breath work. It supports the development of self-control.* ***Lesson 2 -Stillness and the Brain*** *Younger children develop their awareness of being still and present.*	***Lesson 1 – DOING*** *This lesson focuses on DOING and how we are not born to be good at doing everything. It also teaches that we also have to do things we don't like doing. This lessons also reminds*

Developing a positive sense of self through understanding the power of the mind and the connection between what we think, is how we feel, is how we beahve. Knowing that we all have an inner cheerleader and an inner critic. ***Progression:*** *by age and depth of understanding. KS2 builds a greater awaresness of diversity, respect for others, tolerance, acceptance and understanding of self and how that links to self-esteem and self-awareness.*	*system supports children's ability to understand themselves inside out.* ***Progression:*** *As they develop their conceptual understanding, they explore more complex emotions and strategies to respond to them. Over time, they develop the ability to respond proportionality and develop their self-control and ability to self-soothe.*	*spaghetti (fixed mindset, holding onto things and not letting things go). They learn about how forgiveness can support their mental and social fitness development. This lesson normalises that we all make mistakes and nobody is perfect.,* ***Progression:*** *In Y4, 5 and 6, they explore more complex emotion and experience to bounce back from like sadness, grief and fear.*	*The children will learn the SENSES approach to develop practical skills to use in their lives.* ***Progression:*** *In KS2, children will become more confident at using the SENSES approach. They should be able to apply it to situations of suffering for their self, others and in their school.*	*Older children learn the science linked to be present and developing their executive functioning skills.* ***Lesson 3 – mental fitness toolbox*** *Children develop their mental fitness toolbox by connecting their knowledge, understanding and skills.* ***Progression:*** *by the end of KS2, children should be able to connect the science to self-control and being present. They learn about the brain and how it develops self-control over time.*	*children of the importance of phsyical fitenss and acitvity.* ***Lesson 2- BEING*** *This lesson focuses on balance and how to make time to rest, reset and regulate. It teaches children that balance is essential for our overall wellbeing.* ***Progression:*** *by the end of KS2, children shoiuld be able to talk confidently about how they should balance doing and being through self-care habits.*
RSHE Objectives: *That mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.*	***RSHE Objectives:*** *How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.*	***RSHE Objectives:*** *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.*	***RSHE Objectives:*** *That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.*	***RSHE Objectives:*** *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.*
Social Fitness: Families: **Key Definitions (taught with repetition):** **Social Fitness** is how we show up with other people **Love** is thinking about others more than yourself	**Social Fitness - Respectful, kind Relationships** **Key Definitions (taught with repetition):** **Moral Compass** is knowing the difference between right and wrong **Respect** is treating others in a way that shows you care about them and their feelings	**Social Fitness (lesson 3) – bouncing back in Friendships** **Key Definitions (taught with repetition):** **Courage** is being brave and do the right thing even if you are scared. **Honesty** is telling the truth with your words and actions	**Social Fitness – compassion in relationships** **Key Definitions (taught with repetition):** **KS1: A stereotype** is a thought about other people based on their characteristics (MTYT) **KKS2: A stereotype** is a belief about other people based on their characteristics, which can be harmful and judgemental	**Social Fitness- being present in all relationships** **Key Definitions (taught with repetition):** **Love** is thinking about others more than yourself **Kindness** is thinking about people's feeling and making them feel good	**Physical Fitness – health and prevention** **Key Definitions (taught with repetition):** **Personal hygiene** is keeping their bodies clean and healthy to prevent germs and sickness **Bacteria** are small organisms that live everywhere

Kindness is thinking about people's feeling and making them feel good **Goodness** is doing what is good and what is right **Families** provide love, security and stability. **Marriage and civil partnerships** (Y5/Y6) represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong.	**A boundary** is a rule or a limit set to keep us safe **(Y5 &Y6) Integrity** is being honest and pure when no one is looking. **(Y5/6) Humility** is knowing that you are no better than anyone else	**Trustworthy** is being someone who others can count on **Y5/Y6 Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Y5/Y6 Controlling** is when you are directing or influencing another person's behaviour and choices	**Prejudice** is a harmful opinion that is not based on facts **Injustice** is a lack of fairness	**Goodness** is doing what is good and what is right **(Y5 &Y6) Integrity** is being honest and pure when no one is looking. **(Y5/6) Humility** is knowing that you are no better than anyone else **A boundary** is a rule or a limit set to keep us safe **Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Controlling** is when you are directing or influencing another person's behaviour and choices **Peer Pressure** is when someone makes you feel like you should do/say something you don't want to	**Virus** is a tiny non-living infectious agent that replicates inside a living cell **Allergy** occurs when a person's immune system reacts to substances in the environment that are harmless to most people **Immunisation** is a process where a person becomes protected against a disease through vaccination **Vaccine** is given (nasal, injection or oral) to prevent infectious disease.
Lesson 4: ***Families and people who care for me*** *Children will develop a sense of family and why that matters for their social fitness. They will learn how self-awareness helps them to show up positively in their families.* ***Progression:*** *Y5/6 look at marriage and civil partnerships as part of their understanding of families. Y5/6 also look at possible difficulties in families (separation and divorce).*	***Lesson 4:*** ***Kind and Respectful Relationships*** *Children will progress with their understanding of a moral compass and how this supports their social fitness.* ***Progression:*** *They will deepen their knowledge and understanding of what is right and wrong (moral compass) in relationships and virtuous characteristics like humility and integrity. They develop their understanding in KS2 of the conventions of courtesy and manners and what that looks like in action.*	***Lesson 3:*** ***Bouncing Back in Friendships*** *Children will practice and develop a scripted response to support conflict resolution (ADAPT). Over time, they will practice this skill so they can use it in their relationships to support peaceful resolutions.* ***Progression:*** *In KS2, children learn* how to manage conflict and that resorting to violence is never right. They also develop their confidence with practical steps they can take to support and improve their relationships with others. They deepen their understanding of the difference between being assertive and being controlling.	***Lesson 4:*** ***Stereotypes*** *Children will learn common stereotypes and how they can be judgemental and harmful. They will deepen their understanding of prejudice and injustice as they move through the school.* ***Progression:*** *In EYFS and KS1 they explore physical differences like skin colour. They then progress to look at physical disability, gender stereotypes like all boys should play football and all girls should play with barbies and into KS2 they then develop a deeper understanding of prejudice and injustice and focus on diversity and respect whilst developing their sense of right and wrong (moral compass).*	***Lesson 4:*** ***Being Present in Kind and Respectful Relationships:*** *Children will recall and apply all their previous learning about kind and respectful relationships and connect it together. They will apply what they know in practical scenarios to evaluate their growing knowledge and understanding.* ***Progression:*** *UKS2 children learn more about being assertive over being controlling and consider the impact of peer pressure on their choices.*	***Lesson 3:*** **Looking after my health** Children will learn all about health and prevention linked to teeth, suncare, healthy habits (handwashing) and SELF-CARE. **Progression:** In UKS2, children learn about bacteria, virus, vaccination and immunisation.
RSHE objectives: *That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of*	***RSHE Objectives:*** *That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or*	***RSHE Objectives:*** *That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened How to manage conflict, and that resorting to*	***RSHE Objectives:*** *That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or*	***RSHE Objectives:*** *How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and*	***RSHE Objectives:*** *How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,*

safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	*backgrounds), or make different choices, or have different preferences or beliefs.* *How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. The conventions of courtesy and manners. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.*	*violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.*	*backgrounds), or make different choices, or have different preferences or beliefs. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype*	*frustration Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support with issues online.*	*including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.*
Social Fitness – caring friendships **Key Definitions (taught with repetition):** **Friendships** can lead to happiness and security. **A caring friend s**hould make you feel good **Moral Compass** is knowing the difference between right and wrong **(Y5/6) Integrity** is being honest and pure when no one is looking. **(Y5/6) Humility** is knowing that you are no better than anyone else	**Physical Fitness – response to our one body** **Key Definitions (taught with repetition):** **Self-respect** is knowing that you are important and worthy, just for being YOU. **Self-care is** looking after your spirit, soul, mind and body **Acceptance** understanding and being okay with things as it is **Puberty** is the process of a child's body physically and emotionally changing to become an adult capable of reproduction. (Y5/6)	**Social Fitness x2 lessons – bouncing back from hard things** **Key Definitions (taught with repetition):** **Bullying is** repetitive, hurtful, intentional and an imbalance of power. **Cyber Bullying is** repetitive, hurtful, intentional and an imbalance of power in the virtual world. **Y5 & Y6:** **Abuse** is when someone hurts or harms them in a way that is wrong or bad	**Social Fitness – compassion online** **Key Definitions (taught with repetition):** **4C's –** content, contact, commerce and conduct **Kindness** is thinking about people's feeling and making them feel good **Risk** is a situation which lead to danger **Evaluate** means to carefully judge and assess the quality, value or significance of something. **Caution** is being careful or paying attention to avoid getting hurt or into trouble	**Social Fitness – being present in online relationships** **Key Definitions (taught with repetition):** **Online Privacy** is when you have control over their personal information and what they are sharing. **Evaluate** means to carefully judge and assess the quality, value or significance of something. **Data i**s information collected and stored **Kindness** is thinking about people's feeling and making them feel good	**Social Fitness – self-respect and being safe** **Key Definitions (taught with repetition):** **Body parts naming** **Privacy** is keeping in line with your body boundaries to keep you safe **A boundary** is a rule or a limit set to keep us safe **Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Controlling** is when you are directing or influencing another person's behaviour and choices

		Harassment is any unwanted behaviour that causes harm and distress. **Peer pressure** is when other children try to get you to think or act in a certain way. **Upstander** is someone who stands UP for what is GOOD and what is RIGHT **Bystander** is someone who stands BY when something wrong is happening.	**Harm** is direct injury to body, mind, soul or spirit	**Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble **Harm** is direct injury to body, mind, soul or spirit **Y5 & Y6:** **Abuse** is when someone hurts or harms them in a way that is wrong or bad **Harassment** is any unwanted behaviour that causes harm and distress. **Anonymous** is when someone or something with an unknown name, identity or source (often intentionally withheld)	**Consent** is saying yes or no to stay safe.
Lesson 5: **Caring Friendships:** *Children will develop their understanding of respectful, kind relationships and how they contribute towards their social fitness.* ***Progression:*** KS2 look deeper into virtuous characteristics like integrity and humility.	***Lesson 5:*** ***Body Respect*** *Children develop their knowledge and understanding of body love and respect.* ***Progression:*** *KS2 look deeper into developing bodies and how they change over time.*	***Lesson 4 and 5:*** ***Bullying and Cyber-Bullying*** *They learn about the different types of bullying (include online bullying) and its impact. They also learn how to be an upstander and not a bystander.* **Progression:** In KS2 they develop their understanding of the online laws around permissions. In Y5/6 they also learn about the sharing of semi-nudes and nude images (including the threat of sending them to others). In Y5/6 they also learn the foundations of abuse and harassment and the impact this can have on their/others wellbeing and personal development.	***Lesson 5:*** ***Suffering Online*** *Children will learn about the 4Cs of online safety and how this links to their wellbeing (Content, Conduct, Contact and Commerce). They will develop their evaluative skills so that they can manage risk and possible harms.* ***Progression:*** *In KS2, they will learn more deeply about their digital footprint. in Y5/6, children will learn about links to the law (sharing semi and naked nudes).*	***Lesson 5:*** ***Being Present in Online Relationships*** *Children learn about how to be safe in their online relationships. They learn about risk, possible harms and how to be safe.* ***Progression:*** *as children move into KS2, they develop their evaluative skills to be able to assess possible risks and harms in their online relationships. They learn about the laws and how to build their personal responsibility.*	***Lesson 4:*** ***Privacy*** *Children learn that bodies develop through childhood and adolescence. To ensure they know how to stay safe and respect their bodies, they must know the correct terms. Children are taught from Y2 the correct names including penis and vagina, into KS2 they learn vulva,, testicles, scrotum and nipples.* ***Progression:*** *EYFS and Y1 learn the underpants rule, then into Y2 they begin to learn the private body names and into KS2 the internal parts too. The progression supports body respect and boundaries to ensure children can express their own boundaries around these body parts.*
RSHE Objectives: *How important friendships are in making us feel happy and secure, and how people choose and make friends.*	***RSHE Objectives:*** *The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing*	***RSHE Objectives:*** *How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration Pupils should have*	***RSHE Objectives:*** *That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance*	***RSHE Objectives:*** *That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online*	***RSHE Objectives:*** *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may*

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would always like. That most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	*skills and interests. About growth and other ways, the body can change and develop, particularly during adolescence.*	*opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That abuse, bullying and harassment can take place online and that this can impact wellbeing*	*of keeping personal information private. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support with issues online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings* *to protect information online.* *Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.*	*including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.* *How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.*	*encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. The correct names of body parts, including the* ***penis****, vulva,* ***vagina,*** *testicles,* *scrotum, nipple (bold only in ONE LIFE). Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.* ***NB:*** *The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. – NOT COVERED IN ONE LIFE*
Physical Fitness (x1 lesson) **Key Definitions (taught with repetition):** **Health i**s physical, mental and social wellbeing and not just the absence of disease. **Nutrition** is a balanced and nutrient dense diet providing energy, development and activity.	**Social Fitness- being safe** **Key Definitions (taught with repetition):** **A boundary** is a rule or a limit set to keep us safe **Self-respect** is knowing that you are important and worthy, just for being YOU.	**Physical Fitness – bouncing back physically** **Key Definitions (taught with repetition):** **Self-care is** looking after your spirit, soul, mind and body **Personal Responsibility** is being accountable for your own choices, action and responses.	**Physical Fitness – compassion in an emergency** **Key Definitions (taught with repetition):** **999** **Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble	**Physical Fitness: being present in my choices – drugs, alcohol, smoking and vaping** **Key Definitions (taught with repetition):** **Addiction** is having a strong urge to do something that is hard to control and can be harmful. **Legal and illegal harmful substances are** substances that	**Social Fitness – personal safety** **Key Definitions (taught with repetition)** **Situational Awareness:** is the ability to use your senses to detect hazards and keep yourself safe. **Hazard** is something that could cause harm or injury **Risk** is a situation which lead to danger

Personal Responsibility is being accountable for your own choices, action and responses.	**Consent** is saying yes or no to stay safe. **Peer pressure** is when other children try to get you to think or act in a certain way.		**Personal Responsibility** is being accountable for your own choices, action and responses.	changes the way their body works in a negative way **The Reward System** is the behaviour and reward loop **Dopamine** is the reward hormone **Habit** is a repeated behaviour **Duty** is a responsibility or a task they are expected to do	**Caution** is being careful or paying attention to avoid getting hurt or into trouble **Harm** is direct injury to body, mind, soul or spirit **Personal Responsibility** is being accountable for your own choices, action and responses.
Lesson 6: ***Healthy Eating*** *Children develop an understanding of being self-aware about their nutrition and developing a healthy relationship with food.* ***Progression:*** *UKS2 focus on the links between diet and the brain. They are encouraged through KS2 to develop their personal responsibility and awareness of what they consume.*	***Lesson 6:*** ***Body Safety*** *Children will develop their knowledge and understanding of how to stay safe. They will secure their understanding, over time, of body boundaries and consent and how they link to safety and wellbeing.* ***Progression:*** KS2 develop a greater awareness of how this goes beyond simply saying yes/no to things but links to kindness and respect. KS2 also explore how peer on peer pressure can also link to safety and social fitness and safety.	***Lesson 6:*** ***Bouncing Back physically through SELF-CARE*** Over time, children will build up their knowledge and understanding of what self-care is (using the acronym) and how to build their personal responsibility. **Progression:** *KS2 will further develop children's personal responsibility and self-control to support their personal development and overall wellbeing.*	***Lesson 6:*** ***Suffering Physically*** *Children will learn about how to respond compassionately in an emergency. They will revisit the response until it is secure. They will also learn basic aid skills.* ***Progression:*** *KS2 look at basic aid knowledge and skills.*	***Lesson 6 (KS2 ONLY):*** ***Addiction*** *Children learn about addictive habits and how the dopamine reward system works. They learn, over time, how additive, legal and illegal substances (alcohol, drugs, Tabacco and vaping) affect dopamine in our bodies. They also learn about how gaming can be addictive They are encouraged to consider healthy habit stacking and developing their personal responsibility.* ***Progression:*** *by the end of KS2, they should have a deep awareness of how to build healthy habits and get dopamine from healthy habits.*	***Lesson 5:*** ***Personal Safety*** *Children learn about hazards that may cause harm (road, railway and water). They focus more closely on water safety and the water code due to it being one of the biggest killer of children.* ***Lesson 6 – Review lesson*** ***Progression:*** *by the end of KS2 they should develop a good sense of situational awareness that they can apply to real life situations.*
RSHE objectives: *What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*	***RSHE Objectives:*** *What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult*	***RSHE Objectives:*** *The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn*	***RSHE Objectives:*** *How to make a clear and efficient call to emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries, including head injuries.*	***RSHE Objectives:*** *The facts about legal and illegal harmful substances and associated risks,* *including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive*	***RSHE Objectives:*** *About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.*