

One Life-a Personal Development Curriculum for All

ONE LIFE

PHYSICAL FITNESS | SOCIAL FITNESS | MENTAL FITNESS



We only get One Life, so let's learn how to live it well!

This programme of work covers the following statutory components of the Relationships and Sex Education (RSE) and Health Education guidance:

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Physical Health and Mental Well-being:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco -Y5/Y6
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body (Developing Bodies) -Y5/6



This should not be taught before year 4. Pupils should know: 1. about growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.







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.***













The 3 Components:



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

	Families Caring Friendships Healthy Eating	Boundaries Consent Privacy	Bouncing back in friendships Self-care	Stereotypes Emergency response- basic first aid	Online relationships Cyberbullying Addiction	Personal Safety Physical Fitness Health and Prevention
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HT1- We are Happy!	HT2-We are Safe!	HT3-We enjoy a challenge	HT4-We are compassionate	HT5- We show Respect!	HT6-we are ready and fit for our future!
Themes: self-esteem, self-talk, self-awareness, spirituality, self-respect, core values, showing up as your best self.	Themes: safety, responding and not reacting, hot cross bun, fight, flight, freeze, self-image, body image, consent, privacy	Themes: mistakes, resilience, forgiveness, sorry, conflict, resolution, bullying, upstander, bystander	Themes: self-compassion, compassion for others, empathy, sympathy, sensitivity, forgiveness, stereotypes, emergency	Themes: presence, alert, mutual respect, respectful, online respect, cyberbullying, abuse, upstander, addiction, dopamine, law	Themes: balance, self-care, hygiene, habits
Session 1 Mental FITNESS: Strength of Self-Awareness  <p>Know:</p> <p><i>That we are all unique and different human beings. That we are all born with special talents and interests and that we should feel good about who we were born to be (self-esteem).</i></p> <ul style="list-style-type: none"> ➤ YR, Y1, Y2 positive self-talk and image Y3, Y4 ethnicity and diversity focus and the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	Session 1 Mental FITNESS: Strength of our response system  <p>Know:</p> <p><i>That our brains want to protect us and keep us safe. Know that we must respond and not react. We all have a range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.</i></p> <ul style="list-style-type: none"> ➤ Situation, thoughts, feelings, sensations, urge, action ➤ Not all thoughts are facts ➤ Progression of brain anatomy and how our brains work to keep us 	Session 1 Mental FITNESS: Flexibility of bouncing back  <p>Know:</p> <p><i>Life is amazing, but also challenging. That mistakes are normal and no-one is perfect. We must let things go if we want to bounce back in our one life. We must practise forgiveness for ourselves and others if we want to live a fulfilled life. We can always bounce back even when we experience intense emotions.</i></p>	Session 1 Mental FITNESS: Power of Compassion-self  <p>Know:</p> <p><i>That we are born kind in our hearts- we have to think it and choose it. That self-compassionate people are often the ones who live the most fulfilled life as they forgive themselves easily and take positive action. Know that we should be our own best friend and speak to ourselves like that too.</i></p>	Session 1 Mental Fitness: Power of NOW  <p>Know:</p> <p><i>That our brain is powerful and will try and take us away from the present moment. We are forced to think about the past (shame, regret, upset) and the future (fear, anxiety). We have to be AWARE and work hard to stay in the NOW.</i></p>	Session 1 Mental FITNESS: Flexibility of balancing doing and being  <p>Know:</p> <p><i>What children like doing and what that are talented at (self-esteem). Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. That we must feel good about ourselves in order to live a fulfilled life (self-esteem).</i></p>

<p>➤ Y5, Y6 positive self-talk and avoiding comparison focus</p> <p>Session 2 Mental FITNESS: Strength of Self-Awareness </p> <p>Know:</p> <p><i>That we are more than just what we look like. Inside of us we are pure and can choose to shine with love and kindness. We are all born with bright lights Self-esteem and spiritual dimension.</i></p> <p>➤ Core values progressive by year group (language)</p>	<p>Session 2 Mental FITNESS: Strength of our response system </p> <p>Know:</p> <p><i>How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i></p> <p>➤ Y5, Y6. that isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>➤ Y6 that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently.</p>	<p>Session 2 Mental FITNESS: Flexibility of bouncing back </p> <p>Know:</p> <p><i>The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations and normalise these. Know how to manage these emotions well in order to bounce back from challenges. Remember that feelings can fool us too.</i></p> <p>➤ Y4 intense sadness</p> <p>➤ Y5 grief (intense emotions)</p> <p>➤ Y6 fear (intense emotions)</p> <p>Session 3 Social FITNESS: Caring Friendships </p> <p>Know:</p> <p><i>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 violence is never right.</i></p> <p>➤ Y6. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>	<p>Session 2 Mental FITNESS: Power of Compassion- others </p> <p>Know:</p> <p><i>That compassion can be taught and takes practise. Know how to use their SENSES to be compassionate to others</i></p> <p>➤ Y1 – sensitive, empathy</p> <p>➤ Y2 – empathy, sympathy</p> <p>➤ Y3- non-judgemental</p> <p>➤ Y4 – Extra-care</p> <p>➤ Y5, Y6 application of all SENSES</p> <p>Session 3 Mental/social FITNESS: Power of Compassion-world </p> <p>Know:</p> <p><i>How to show up compassionately in the world and how this will help our overall wellbeing.</i></p>	<p>Session 2 Mental Fitness: Power of NOW </p> <p>Know:</p> <p><i>That the best place to be is in the present moment. This is where we make our best choices. Know how to take deep breaths to feel calm and relaxed and come back to the NOW. Know why this is important for our overall wellbeing.</i></p> <p>Session 3 SOCIAL FITNESS: Respectful Relationships: </p> <p>Know:</p> <p><i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></p> <p>➤ YR, Y1, Y2 the conventions of courtesy and manners.</p> <p>➤ Y3 -table manners</p> <p>➤ Y4 -good choices</p> <p>➤ Y5-respectful behaviour</p>	<p>Session 2 Mental FITNESS: Flexibility of doing and being </p> <p>Know:</p> <p><i>The benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. Know that we must balance doing with time just to be!</i></p> <p>Session 3 SOCIAL FITNESS: Personal Safety </p> <p>Know:</p> <p>1. Know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.</p>
<p>Session 3 Mental FITNESS: Strength of Self-Awareness </p> <p>Know:</p> <p><i>That not all thoughts are facts Feelings can fool us We all have an inner critic and inner cheerleader. We are not our thoughts but the watcher of our thoughts.</i></p>	<p>Session 3 Mental FITNESS: Strength of our response system </p> <p>Know:</p> <p><i>That we must breathe to regulate ourselves. Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. This builds on the self-awareness teaching in HT1.</i></p>	<p>Know:</p> <p><i>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 violence is never right.</i></p> <p>➤ Y6. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>	<p>Know:</p> <p><i>How to show up compassionately in the world and how this will help our overall wellbeing.</i></p>	<p>Know:</p> <p><i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></p> <p>➤ YR, Y1, Y2 the conventions of courtesy and manners.</p> <p>➤ Y3 -table manners</p> <p>➤ Y4 -good choices</p> <p>➤ Y5-respectful behaviour</p>	<p>Know:</p> <p>1. Know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.</p>




<p>➤ Progression – are children actually able to apply their knowledge of this in their physical, social and mental fitness?</p>		<p>uncomfortable, how to handle these situations</p>		<p>➤ Y6 – rights and responsibilities</p>	
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<p>Session 4: SOCIAL FITNESS: Families and people who care for me: Know: <i>That families are important for children growing up because they provide love, security and stability. 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. The characteristics of healthy family life, including 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.</i></p> <ul style="list-style-type: none"> ➤ Y3, Y4 that others' families, either in school or in the wider world, can be different to their own ➤ Y4, Y5, Y6. that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up. ➤ Y6. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ➤ Y6. how to recognise if family relationships are making them feel unhappy or unsafe, 	<p>Session 4: PHYSICAL FITNESS: Body Respect</p> <p>Know:</p> <p><i>The foundations for self-respect and body boundaries) Know the importance of self-respect and how this links to their own happiness. We only get one body so we must look after it and respect it</i></p> <ul style="list-style-type: none"> ➤ YR – all bodies are good bodies ➤ Y1- embrace your own body ➤ Y2 -Growing is great and your body will change ➤ Y3 -your body is awesome ➤ Y4 – As we grow, our bodies change and this is normal ➤ Y5 – disability awareness ➤ Y6 – love your body and don't compare yourself to others 	<p>Session 4: SOCIAL FITNESS: Respectful Relationships (bullying)</p> <p>Know:</p> <p><i>That they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying has a negative and often lasting impact on mental wellbeing.</i></p> <ul style="list-style-type: none"> ➤ KS2: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 	<p>Session 4 SOCIAL FITNESS: being safe – stereotypes</p> <p>Know:</p> <p><i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1 Race ➤ Y2 disability ➤ Y3 acceptance ➤ Y4 we are all perfectly designed ➤ Y5 – we all have a voice ➤ Y6 upstander 	<p>Session 4 SOCIAL FITNESS: Online Relationships</p> <p>Know:</p> <p><i>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i></p>	<p>Session 4 PHYSICAL FITNESS: Health and Prevention</p> <p>Know:</p> <p><i>How to keep their bodies safe and healthy:</i></p> <ul style="list-style-type: none"> ➤ YR, Y1- know how to be safe in the sun ➤ Y2, Y4, Y5 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ➤ Y3- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ➤ Y6 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ➤ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ➤ Y6 the facts and science relating to allergies, immunisation and Vaccination
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and how to seek help or advice from others if needed.					
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<p>Session 5: SOCIAL FITNESS: Caring friendships</p>  <p>Know:</p> <p><i>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</i></p> <ul style="list-style-type: none"> ➤ Y5, Y6 how to recognise relationships that are less positive ➤ Y5, Y6 that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. ➤ Y5, Y6. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>Session 5 SOCIAL FITNESS: Being Safe</p>  <p>Know:</p> <p><i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know about healthy boundaries and how they help us to be safe.</i></p> <p>-YR I say what goes when it comes to my body -Y1 Yes/No consent -Y2 - body boundaries and asking permission/consent -Y2 body boundaries -KS2 healthy body boundaries and consent</p>	<p>Session 5: PHYSICAL FITNESS: Health and Prevention</p>  <p>Know:</p> <p><i>The importance of self-care and bouncing back physically.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1- The importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn. ➤ YR, Y3, Y6- The importance of dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. ➤ 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. 3. the risks associated with an inactive lifestyle (including obesity). 	<p>Session 5: PHYSICAL FITNESS: Basic First Aid</p>  <p>Know:</p> <p><i>Compassion in an emergency. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</i></p> <ul style="list-style-type: none"> ➤ concepts of basic first aid, ➤ Y3 dealing with common injuries and ailments, ➤ Y5, Y6 including head injuries. 	<p>Session 5: SOCIAL FITNESS Cyberbullying:</p>  <p>Know:</p> <p><i>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</i></p>	<p>Session 5 PHYSICAL FITNESS: Physical Health and Fitness</p>  <p>Know:</p> <ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
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<p>Session 6: PHYSICAL FITNESS (Healthy Eating)</p>  <p>Know:</p> <p><i>What constitutes a healthy diet and why it is important for their one life.</i></p> <ul style="list-style-type: none"> ➤ Y3, 4, 5, 6 (including understanding calories and other nutritional content). ➤ Y3, Y4. the principles of planning and preparing a range of healthy meals. ➤ Y5, Y6 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). 	<p>Session 6 SOCIAL FITNESS (Being Safe):</p>  <p>Know:</p> <p><i>About the concept of privacy and its implications for both children and adults; that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.</i></p> <p>YR- underpants rule Y1 – underpants rule Y2 -body safety Y3- privacy and my body Y4 -Body privacy Y5- including that it is not always right to keep secrets if they relate to being safe. KS2 knowing that we use the correct names for private parts out of respect for own, and others, bodies.</p>			<p>Session 6: PHYSICAL FITNESS (Drugs, Alcohol and smoking)</p>  <p>Know:</p> <p><i>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1, Y2 positive habits ➤ Y3, Y4 happy hormones and habits ➤ Y5, Y6 drugs, alcohol, smoking and addiction (dopamine reward centre) 	<p>Session 6 PHYSICAL FITNESS</p>
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<p>End Goals:</p> <p>Mental Fitness: to know that they are unique human beings. To know that they are not their thoughts. To know that self-awareness needs to be practised and helps us to show up as our best selves.</p> <p>Social Fitness: To know that families are built on love and friends are important in our one life.</p> <p>Physical Fitness: To know that their bodies need good fuel to work well. Begin to understand that they need to build all three fitness components to live their one life well.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that we must try and respond and not react. Our minds want to protect us. To know that all emotions are ok as long as we manage them well. That we must pay attention to our thoughts and feelings so they don't get too strong or big.</p> <p>Social Fitness: To keep safe, we must have boundaries and remember that no means no. We all have private parts and they are private for a reason.</p> <p>Physical Fitness: We only get one body so we should love it and respect it.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that we have to learn to bounce back when things go wrong or get hard. We have to use our inner cheerleader to help us.</p> <p>Social Fitness: That we must forgive ourselves and others if we want to bounce back in our friendships. All friendships have ups and downs.</p> <p>Physical Fitness: To know that self-care is important so we can bounce back physically too.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that I must be kind to myself and others to be mentally fit. Begin to know how to say sorry and forgive others.</p> <p>Social Fitness: Know and use please, thank you, excuse me, pardon and show respect to all adults. Know practical ways to develop respectful relationships.</p> <p>Physical Fitness: Know how to be compassionate in an emergency and basic first aid. To know how to call 999 and what to say in an emergency</p>	<p>End Goals:</p> <p>Mental Fitness: to know that our mind is powerful and we need to build the power of now to live our one life really well. Know how to breathe to calm our bodies and minds</p> <p>Social Fitness: Know how to be respectful with face-to-face and online relationships.</p> <p>Physical Fitness: know some basic facts addiction and hormones so they can make better decisions in the future.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that I can't always be doing. Know that we need to make time just to be.</p> <p>Social Fitness: know about personal safety on roads, railways and in the water</p> <p>Physical Fitness: know how to keep their bodies healthy and safe.</p>
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INTERNET SAFETY DAY

That for many people the internet is an integral part of life and has many benefits as part of a healthy life including meaningful offline relationships. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online, the importance of keeping personal information private. why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. This should not be taught before year 3. the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. This should not be taught before year 3. 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. that the internet can be a negative place where online abuse, bullying and harassment can take place, which can have a negative impact on wellbeing. In discussing this, care should be taken to avoid exposing children to concepts which may not be 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. where and how to report concerns and get support with issues online.

- Y3, Y4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- Y5 how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). about online risks, including that any material someone provides to another has the potential to be circulated online 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.
- Y6 that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

- Y6 the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.