One Life-a Personal Development Curriculum for All

CONSULTANCY
Inspire, Innovate, Improve

ONE LIFE

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



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 offer for personal development, 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 secular, 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.

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 more and 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)***

The programme goes beyond the statutory requirements for RSHE to ensure that children really understand themselves, and how to show up as their best selves in this increasingly demanding and challenging world. It helps them to build their self-awareness and knowledge, so they can exercise their free will with love and care, for both themselves and others.

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

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

Physical Health and Mental Well-being:

- Mental Wellbeing
- Online 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.*** It supports culture, character and personal attributes and growth for every pupil.

The 3 Components:







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 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 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

HT1- We are Happy!	HT2-We are Safe!	HT3-We enjoy a Challenge!	HT4-We Celebrate Diversity!	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, self-worth, self-efficacy and showing up as your best self.	**Themes:** safety, responding and not reacting, hot cross bun, fight, flight, freeze, self-image, body image, consent, privacy, respect	**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, water code, obesity
Personal Attributes: confidence, modesty, humility, self-respect, self-worth, free will	**Personal Attributes:** optimism, honesty, integrity, courage, sense of justice, right or wrong	**Personal Attributes:** resilience, adaptability, growth mindset, gentleness, trustworthy, integrity	**Personal Attributes:** kindness, empathy, generosity, sense of justice	**Personal Attributes:** sense of justice, courage, honesty, self-control	**Personal Attributes:** confidence, ambition, modesty, humility, integrity
Session 1 Mental FITNESS: Strength of Self-Awareness 	**Session 1 Mental FITNESS: Strength of our response system** 	**Session 1 Mental FITNESS: Flexibility of bouncing back** 	**Session 1 Mental FITNESS: Power of Compassion-self** 	**Session 1 Mental Fitness: Power of NOW** 	**Session 1 Mental FITNESS: Flexibility of balancing doing and being** 
Know: *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.* ➢ 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. ➢ Y5, Y6 positive self-talk and avoiding comparison focus ➢ Y6 – self-worth and esteem	**Know:** *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. Know that children's brains are not fully developed until 25 years.* ➢ Situation, thoughts, feelings, sensations, urge, action ➢ Not all thoughts are facts ➢ KS2 -progression of brain anatomy and how our brains work to keep us	**Know:** *Life is amazing, but also challenging. Know 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. That it is common to experience mental health problems and early support can help to resolve problems.*	**Know:** *That we are born kind in our hearts. We have to think kindly and choose kindness. 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.*	**Know:** *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. This takes practise and awareness.*	**Know:** *What children like doing and what that are talented at (self-esteem). That we must feel good about ourselves in order to live a fulfilled life (self-esteem). Know about dopamine and how it is responsible for the feeling of reward. Know that we live in a dopamine drowning world and we need to release dopamine from positive and healthy reward seeking behaviours.*

Session 2 Mental FITNESS: Strength of Self-Awareness  **Know:** *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, but the world and our environment conditions us and changes us. If we are not self-aware, our conditioning could change our inner beliefs which could be harmful to our mental fitness.* ➢ Personal attributes taught and explored through the books ➢ Religion or beliefs	**Session 2 Mental Fitness: Strength of our response system**  **Know:** *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. Know what cortisol (stress hormone) is and how it affects their mental fitness.* ➢ Y5, Y6. that isolation and loneliness can affect children, and the benefits of seeking support. ➢ 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.	**Session 2 Mental FITNESS: Flexibility of bouncing back**  **Know:** *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. That change and loss, including* bereavement, *can provoke a range of feelings. Grief is natural and we all grieve differently.* ➢ *Y4 intense sadness* ➢ *Y5 grief (intense emotions) and know about cortisol* ➢ *Y6 fear (intense emotions and know about adrenaline* *Know who to speak to about concerns about their own or others mental wellbeing.*	**Session 2 Mental FITNESS: Power of Compassion-** others  **Know:** *That compassion can be taught and takes practise. Know how to use their SENSES to be compassionate to others* ➢ Y1 – sensitive, empathy ➢ Y2 – empathy, sympathy ➢ Y3- non-judgemental ➢ Y4 – Extra-care ➢ Y5, Y6 application of all SENSES	**Session 2 Mental Fitness: Power of NOW**  **Know:** *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.*	**Session 2 Mental FITNESS: Flexibility of doing and being**  **Know:** *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! 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. Know about endorphins and how they can help our mental fitness.* *7. 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.*
Session 3 Mental FITNESS: Strength of Self-Awareness  **Know:** *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. We have free will which means we can choose which ones we pay attention to.*	**Session 3 Mental FITNESS: Strength of our response system**  **Know:** *That we must breathe to regulate ourselves. This will help 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. Know who to speak to if they are concerned or worried about their own, or others, ability to control their emotions.*	**Session 3 Social FITNESS: Caring Friendships**  **Know:** *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.* ➢ Y6. how to recognise who to trust and when a friendship is making them feel unhappy or uncomfortable, how to handle these situations	**Session 3 Mental/social FITNESS: Power of Compassion-world**  **Know:** *How to show up compassionately in the world and how this will help our overall wellbeing. Being kind and generous to others is linked with happiness and overall well-being. Know that happiness is linked to being connected to others.*	**Session 3 SOCIAL FITNESS: Respectful Relationships:**  **Know:** *Practical steps they can take in a range of different contexts to improve or support respectful relationships, including positions of authority.* ➢ *YR, Y1, Y2 the conventions of courtesy and manners.* ➢ Y3 -table manners ➢ Y4 -good choices ➢ Y5-respectful behaviour ➢ Y6 – rights and responsibilities	**Session 3 SOCIAL FITNESS: Personal Safety**  **Know:** *1. Know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.* *2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.* 3. Risk taking behaviours and peer influences. 8. the importance of avoiding putting pressure on others, and strategies for resisting peer pressure.

Session 4: SOCIAL FITNESS: Families and people who care for me: **Know:** *That families are important for children growing up because they provide love, security and stability. Sometimes they 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.* ➢ 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 (law). ➢ Y6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Session 4: PHYSICAL FITNESS: Body Respect** **Know:** *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.* ➢ 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. Changing bodies.	**Session 4: SOCIAL FITNESS: Respectful Relationships (bullying)** **Know:** *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.* ➢ 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.	**Session 4 SOCIAL FITNESS: being safe – stereotypes** **Know:** *What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Age and gender protected characteristic.* ➢ YR, Y1 Race ➢ Y2 disability ➢ Y3 acceptance ➢ Y4 we are all perfectly designed ➢ Y5 – we all have a voice ➢ Y6 being an upstander	**Session 4 SOCIAL FITNESS: Online Relationships** **Know:** *-others behave differently* *1.That children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous.* 2. That people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 6. 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. 8. The importance of avoiding outing pressure on others to share information and images online and strategies for resisting peer pressure. 9. Who to go to for advice and support when they feel worried or concerned that they have seen or engaged with online.	**Session 4 PHYSICAL FITNESS: Physical Health and Fitness** **Know** *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.* *Y6- Know about how exercise releases endorphins and how this can help us with our mental fitness too.*

Session 5: SOCIAL FITNESS: Caring friendships  **Know:** *1. how important friendships are in making us feel happy and secure, and how people choose and make friends.* *2. 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.* *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.* ➢ 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.	**Session 5 SOCIAL FITNESS: Being Safe**  **Know:** *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. Teach the difference between a secret and a surprise. How to recognise and report feelings of being unsafe or feeling bad about others. Age of criminal responsibility (aged 10).* *-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 heathy body boundaries and consent*	**Session 5: PHYSICAL FITNESS: Health and Prevention**  **Know:** *The importance of self-care and how this helps us to bounce back physically.* ➢ 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).	**Session 5: PHYSICAL FITNESS: Basic First Aid**  **Know:** *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.* ➢ concepts of basic first aid, ➢ Y3 dealing with common injuries and ailments, ➢ Y5, Y6 including head injuries.	**Session 5: SOCIAL FITNESS Cyberbullying:**  **Know:** *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.* *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.* *Know that hurt people, hurt others.* Y6-law relating to cyberbullying	**Session 5: PHYSICAL FITNESS: Health and Prevention**  **Know:** *How to keep their bodies safe and healthy:* ➢ Y3- know how to be safe in the sun ➢ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ➢ YR- about dental health and the benefits of good oral hygiene and inter-dental cleaning, 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. ➢ Y4- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ➢ Y5- allergies ➢ Y6 the facts and science relating to allergies, immunisation and Vaccination

Session 6: PHYSICAL FITNESS (Healthy Eating)  **Know:** *1. what constitutes a healthy diet (including understanding calories and other nutritional content).* *2. the principles of planning and preparing a range of healthy meals.* *3. 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).* Y6- impact of nutrition on the brain	**Session 6 SOCIAL FITNESS (Being Safe):**  **Know:** *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. How to respond safely and appropriately to adults (others) they may encounter (in all contexts, including online), including those they do and do not know. How to ask for advice or help for themselves or others and to keep trying until they are heard (and know where). How to report concerns or abuse and the vocabulary and confidence needed to do so.* 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.			**Session 6: PHYSICAL FITNESS (Drugs, Alcohol, Smoking and Vaping)**  **Know:** *The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. Know the basics of addiction and how dopamine changes the brain. Know that we must find rewards in positive and healthy habits.* ➢ YR, Y1, Y2 positive habits ➢ Y3, Y4 happy hormones and habits ➢ Y5, Y6 drugs, alcohol, smoking and addiction (dopamine reward centre) Law: age-restrictions for legal substances	**Session 6 PHYSICAL FITNESS (Health and Prevention)**  **Know:** *End of Year Review* *Traffic lights*

End Goals:	End Goals:	End Goals:	End Goals:	End Goals:	End Goals:
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. **Social Fitness:** To know that families are built on love and friends are important in our one life. **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.	**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. **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. **Physical Fitness:** We only get one body so we should love it, respect it and not compare ourselves to others.	**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. **Social Fitness:** That we must forgive ourselves and others if we want to bounce back in our friendships. All friendships have ups and downs. Know about the different types of bullying and the impact it may have. **Physical Fitness:** To know that self-care is important so we can bounce back physically too.	**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. **Social Fitness:** Know about stereotypes and how to challenge them. Use their 'SENSES' to show up compassionately in their relationships. **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	**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 **Social Fitness:** Know and use please, thank you, excuse me, pardon and show respect to all adults. Know practical ways to develop respectful relationships. Know how to be respectful with face-to-face and online relationships, including cyberbullying. **Physical Fitness**: know some basic facts about addiction and hormones so they can make better decisions in the future.	**Mental Fitness:** to know that I can't always be doing. Know that we need to make time just to be. This balance is important in our one life. **Social Fitness:** know about personal safety on roads, railways and in the water, including the water safety code. Know about risk-taking behaviours and peer influences. **Physical Fitness:** know how to keep their bodies healthy and safe through self-care, exercise and prevention methods (teeth, skin and hygiene).



ONLINE SAFETY DAY (Feb)

Pupils should know:

-how information and data is shared and used online, including the risks of sending images and information (without details of sexual imagery)

1. 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.
2. 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.
3. how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online,
4. the importance of keeping personal information private.
5. why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. This should not be taught before year 3.
6. 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.
7. 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.
8. 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.
9. how to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. that they have rights in relation to sharing personal data, privacy and consent.
11. where and how to report concerns and get support with issues online.