



King's Meadow Academy

PSHE

Subject Statement PSHE

Rationale	At King's Meadow Academy, we believe that every child only gets one life, so it is our responsibility to teach them how to live it well. Our PSHE curriculum goes beyond statutory requirements to develop children who are physically healthy, mentally resilient and socially responsible. Through the One Life curriculum, pupils learn that they are unique, valued and capable of making positive choices that shape their futures. By explicitly teaching emotional regulation, healthy relationships, self-awareness, resilience and personal responsibility, we equip children with the knowledge, understanding and practical strategies they need to flourish both now and throughout adulthood. Through King's Meadow Academy's 4Cs pedagogy, pupils continually connect previous learning, cultivate positive habits, embrace challenge and strengthen their understanding through expert coaching, discussion and reflection.
Vision for the Curriculum	Our vision is that every child leaves King's Meadow Academy confident, compassionate and equipped with the knowledge and habits needed to lead a healthy, happy and purposeful life. Through the One Life curriculum, pupils develop the understanding that they have free will and are responsible for how they choose to show up physically, mentally and socially. They learn to care for themselves and others, develop healthy relationships, make informed choices and understand that personal wellbeing is built through consistent positive habits. We want every child to leave primary school believing that they are enough, that they can overcome challenges and that they have the confidence to contribute positively to society.
Intent	Our PSHE curriculum is built around the One Life philosophy that "We only get one life, so let's learn how to live it well." It develops children's knowledge, skills and character through three interconnected strands: Mental Fitness Social Fitness Physical Fitness These strands are carefully sequenced across the primary years to develop children's self-awareness, emotional regulation, healthy relationships, resilience, physical wellbeing and personal responsibility. The curriculum fully meets the statutory requirements for Relationships Education, Health Education and age-appropriate Relationships and Sex Education whilst placing equal emphasis on character development, emotional wellbeing and mental health. Children progressively learn to: understand themselves and develop positive self-worth; recognise and regulate thoughts, feelings and emotions; develop healthy friendships and respectful relationships; make safe, informed and responsible choices; understand physical and mental health;

	build resilience and bounce back from setbacks; become compassionate, respectful and active members of their communities. The Key Concepts to Assess clearly identify the essential learning in every lesson, ensuring progression across our mixed-age curriculum whilst supporting long-term retention and meaningful application of learning. Learning is deliberately sequenced through the academy's 4Cs pedagogical approach so that pupils connect prior learning, cultivate increasingly sophisticated understanding, embrace challenge through discussion and reflection and are coached to apply learning confidently in everyday life.
Implementation	PSHE is taught weekly using the One Life Personal Development Curriculum, ensuring a coherent progression from Reception to Year 6. Learning is carefully sequenced so that concepts are revisited and developed through increasing levels of challenge and maturity. The curriculum is organised around the three pillars of Mental Fitness, Social Fitness and Physical Fitness, enabling pupils to make meaningful connections between emotional wellbeing, healthy relationships and physical health throughout their primary education. Lessons encourage discussion, reflection, role-play, collaborative learning and real-life problem solving. Pupils develop a shared language around wellbeing, helping them articulate emotions, understand behaviour and make positive decisions using consistent vocabulary across school. Retrieval opportunities at the beginning of lessons enable pupils to revisit previously taught One Life language and concepts before extending their understanding. PSHE is further enriched through assemblies, pupil leadership opportunities, visitors, safeguarding education, online safety, British Values, SMSC, restorative approaches and everyday school life, ensuring children continually apply their learning beyond the classroom.
Impact	By the end of Year 6, pupils leave King's Meadow Academy with the confidence, knowledge and resilience to navigate the opportunities and challenges of modern life. Children understand how to care for their physical, emotional and mental wellbeing, build positive relationships and make informed choices that keep themselves and others safe. They demonstrate empathy, respect, responsibility and compassion whilst understanding that setbacks and mistakes provide opportunities for growth. Pupils use the shared One Life language confidently, demonstrating increasing self-awareness, emotional regulation and resilience through their everyday interactions and decision-making. Progress is evidenced through pupils successfully securing the Key Concepts to Assess, demonstrating clear progression in knowledge, understanding and personal development throughout the curriculum. Through the One Life curriculum, pupils leave King's Meadow Academy equipped with the knowledge, habits, confidence and character to flourish throughout secondary education and adult life.
Pedagogical Approach	PSHE is taught through King's Meadow Academy's whole-school 4Cs pedagogical approach, alongside the consistent shared language of the One Life curriculum.

	Learning begins by Connecting to previous experiences, prior knowledge and pupils' own lives. Teachers revisit key concepts and shared language before introducing new learning, helping pupils make meaningful links across Mental Fitness, Social Fitness and Physical Fitness. Teachers Cultivate understanding through explicit teaching, stories, discussion, reflection, role-play and carefully structured questioning. Shared language—including concepts such as inner cheerleader, inner critic, response not reaction, bounce back and free will—provides a consistent framework that pupils revisit throughout their primary education. Children are Challenged to reflect critically on their choices, beliefs and behaviours whilst applying their learning to real-life situations. They develop increasingly sophisticated understanding of healthy relationships, emotional regulation, resilience and personal responsibility. Teachers continually Coach pupils through responsive discussion, restorative conversations, reflection and self-assessment, supporting every child to develop confidence, resilience and the knowledge needed to flourish in their one life.
Adaptations for SEND learners	Our PSHE curriculum is designed to ensure every child can access learning regardless of need or starting point. Teachers adapt learning through explicit modelling, visual supports, social stories, structured discussion, repetition of shared language and practical activities that make abstract concepts more accessible. Lessons provide multiple opportunities for rehearsal, reflection and application to support long-term understanding. Where appropriate, learning is broken into smaller steps with additional adult support, pre-teaching of vocabulary and adapted questioning to enable all pupils to participate confidently. Sensitive topics are taught with care, allowing pupils to explore ideas within a safe, nurturing and supportive environment. The consistent One Life shared language provides an inclusive framework that supports pupils with SEND by reducing cognitive load, reinforcing key concepts and enabling children to transfer learning across different contexts. Teachers continue to Connect previous learning, Cultivate confidence through carefully scaffolded discussion, provide appropriate Challenge and Coach pupils through responsive dialogue so every child experiences success.
Strengths	A distinctive One Life curriculum that develops children academically, socially, emotionally and physically through Mental Fitness, Social Fitness and Physical Fitness. Carefully sequenced curriculum fully aligned to statutory Relationships Education, Health Education and age-appropriate RSE requirements. Consistent shared language used across school enables pupils to discuss emotions, relationships and wellbeing confidently. Strong focus on developing resilience, self-awareness, emotional regulation and personal responsibility alongside academic success. Clear progression through Key Concepts to Assess, enabling teachers to monitor knowledge and understanding across mixed-age classes. Fully embedded within school culture through assemblies, safeguarding, behaviour, restorative practice, British Values, SMSC and the King's Meadow Academy values.

	Inclusive curriculum that supports all pupils to flourish through carefully adapted teaching and consistent opportunities for discussion, reflection and personal growth. Prepares pupils exceptionally well for secondary education and life beyond school by developing the knowledge, habits and character needed to make positive choices and live healthy, fulfilling lives.
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Medium Term Cycle A

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Autumn 1		
KS1	Self-Awareness, Families, Friends and Healthy Eating	
	Year 1	Year 2
	L1 – Self-Awareness: We are all unique and born to shine. L2 – Self-Awareness: We are not our thoughts and feelings – my inner cheerleader. L3 – Self-Awareness: Understanding my inner critic. L4 – Families: Different families, love, care and protection. L5 – Caring Friendships: Being kind, welcoming and a good friend. L6 – Healthy Eating: Looking after my body with healthy food.	L1 – Self-Awareness: We are all unique and born to shine. L2 – Self-Awareness: We are not our thoughts and feelings – my inner cheerleader. L3 – Self-Awareness: Understanding my inner critic. L4 – Families: Different families, love, care and protection. L5 – Caring Friendships: Being kind, welcoming and a good friend. L6 – Healthy Eating: Looking after my body with healthy food.
Key Concepts to assess	L1 – Know that everyone is unique and has their own strengths and qualities. L2 – Know that thoughts and feelings change and that positive self-talk helps us feel confident. L3 – Know that everyone has negative thoughts sometimes and can choose to listen to positive thoughts instead. L4 – Know that families may look different but all provide love, care and protection. L5 – Know that friendships are important and that kindness, sharing and welcoming others help friendships grow. L6 – Know that healthy food helps our bodies and minds grow strong.	L1 – Explain why recognising personal strengths helps develop confidence and self-esteem. L2 – Explain how positive self-talk can influence feelings, behaviour and wellbeing. L3 – Recognise when their inner critic is affecting their confidence and use strategies to challenge negative thoughts. L4 – Explain how different family structures provide love, care, security and support. L5 – Explain the characteristics of healthy friendships, including trust, honesty, kindness and respect. L6 – Explain why a balanced diet contributes to good physical and mental health and make healthy food choices.
Vocabulary	unique, different, self-awareness, feelings, thoughts, inner cheerleader, inner critic, family, love, care, protection, friend, kindness, welcoming, healthy, food, nutrition	Y1+ self-esteem, confidence, wellbeing, positive self-talk, responsibility, secure, respect, trustworthy, balanced diet, wellbeing, choices, encouragement
Experiences	Create a 'Born to Shine' self-portrait celebrating individual strengths. Design and name an Inner Cheerleader and an Inner Critic character. Role-play positive self-talk in different situations. Draw and discuss different family structures. Complete friendship scenarios demonstrating kindness and inclusion. Sort foods into healthy choices and foods to enjoy occasionally and design a balanced healthy lunchbox.	
SMSC	Spiritual – Reflecting on personal strengths, uniqueness and self-worth while recognising the value of every individual. Moral – Understanding how kind words, positive choices and healthy habits help ourselves and others. Social – Developing positive friendships, learning to work cooperatively and appreciating the importance of family and belonging. Cultural – Recognising and celebrating the diversity of families, friendships and individual differences within school and the wider community.	
British Values	Individual Liberty – Developing confidence to be ourselves, make positive choices and value our own uniqueness. Mutual Respect – Respecting different families, friendships and the qualities that make each person unique. Tolerance of Those with Different Faiths and Beliefs – Understanding that families and lifestyles may be different while recognising that everyone deserves kindness, respect and inclusion.	
School Values	We are happy – Celebrating our uniqueness and recognising the importance of positive friendships and healthy lifestyles. We are safe – Understanding that families, trusted adults and healthy choices help keep us physically and emotionally safe.	

	We enjoy a challenge – Learning to challenge negative thoughts and develop a positive mindset. We celebrate diversity – Appreciating that every person and every family is unique and valuable. We show respect – Demonstrating kindness, inclusion and respect towards ourselves and others. We are ready and fit for our future – Building healthy habits, confidence and positive relationships that support lifelong wellbeing.
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Autumn 2		
Response System, Our Bodies and Being Safe		
KS1	Year 1	Year 2
	L1 – Response System: Understanding our thoughts, feelings and emotions. L2 – Response System: Responding instead of reacting and recognising that all emotions are okay. L3 – Response System: Calming our bodies through breathing and making good choices. L4 – Respectful Relationships: Showing good manners and respect. L5 – My Body: Looking after our one body with self-love and respect. L6 – Being Safe: Understanding boundaries, safe touch and consent.	L1 – Response System: Understanding our thoughts, feelings and emotions. L2 – Response System: Responding instead of reacting and recognising that all emotions are okay. L3 – Response System: Calming our bodies through breathing and making good choices. L4 – Respectful Relationships: Showing good manners and respect. L5 – My Body: Looking after our one body with self-love and respect. L6 – Being Safe: Understanding boundaries, safe touch and consent.
Key Concepts to assess	L1 – Know that everyone has thoughts and feelings and that they influence how we behave. L2 – Know that all emotions are okay and that we should try to respond calmly instead of reacting. L3 – Know that breathing can help calm our bodies and minds when we experience big feelings. L4 – Know simple ways to show respect through kind words, good manners and listening to others. L5 – Know that every body is unique and deserves love, care and respect. L6 – Know the difference between safe and unsafe touch, understand simple boundaries and know that they can say "no" and tell a trusted adult.	L1 – Explain how thoughts, feelings and body sensations work together as part of our response system and influence our choices. L2 – Explain the difference between reacting and responding and describe strategies for managing emotions before they become too big. L3 – Demonstrate simple breathing and calming techniques that help regulate emotions and support positive decision-making. L4 – Explain how respect is shown through manners, kindness, listening, honesty and valuing others. L5 – Explain why developing self-love and respecting our bodies supports physical and emotional wellbeing. L6 – Explain why personal boundaries and consent help keep us safe and identify trusted adults who can help if boundaries are not respected.
Vocabulary	response, react, respond, feelings, emotions, choices, respect, manners, body, self-love, safe touch, boundaries, consent, trusted adult	Y1+ response system, nervous system, self-control, regulation, awareness, wellbeing, integrity, humility, personal space, privacy, assertive
Experiences	Use emotion cards to identify thoughts, feelings and behaviours in different situations. Role-play scenarios where children practise responding calmly instead of reacting. Practise simple breathing exercises using the STOP strategy (Stop, Take a breath, Observe, Proceed). Create a class charter showing respectful manners and behaviours. Draw a "My Body is a Good Body" self-portrait celebrating uniqueness and self-care. Sort examples of safe and unsafe touch and discuss trusted adults who can help if children feel worried or unsafe.	
SMSC	Spiritual – Reflecting on our thoughts, feelings and self-worth while recognising that every person is unique and valuable. Moral – Understanding how making thoughtful choices, showing respect and keeping ourselves and others safe helps us live well.	

	Social – Developing respectful relationships by practising kindness, good manners, listening and understanding personal boundaries. Cultural – Recognising that people may have different backgrounds, beliefs and experiences while treating everyone with dignity and respect.
British Values	Individual Liberty – Learning to make safe choices, express feelings appropriately and understand that we have the right to say "no" when something does not feel safe. Mutual Respect – Showing respect through good manners, kindness, listening carefully and valuing other people's feelings and differences. Rule of Law – Understanding that rules, boundaries and consent help keep everyone safe at school, at home and in the wider community.
School Values	We are happy – Understanding our emotions and developing healthy relationships that help us enjoy school and life. We are safe – Learning how our response system works, respecting boundaries and knowing how to keep ourselves and others safe. We enjoy a challenge – Practising self-control by responding thoughtfully instead of reacting when things feel difficult. We celebrate diversity – Appreciating that everyone is unique, every body is different and all people deserve kindness and respect. We show respect – Using good manners, listening carefully, respecting personal space and treating everyone with kindness. We are ready and fit for our future – Developing emotional regulation, healthy habits and personal safety skills that prepare us to make positive choices throughout life.

Spring 1		
KS1	Bouncing Back Mentally, Socially and Physically	
	Year 1	Year 2
	L1 – Mental Fitness: Bouncing Back – Learning from mistakes and understanding that life has ups and downs. L2 – Mental Fitness: Bouncing Back – Managing big feelings and developing resilience. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and the ADAPT conflict resolution steps. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, being an upstander and seeking help. L5 – Physical Fitness: Self-Care – Developing healthy habits to help us bounce back physically. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.	L1 – Mental Fitness: Bouncing Back – Learning from mistakes and understanding that life has ups and downs. L2 – Mental Fitness: Bouncing Back – Managing big feelings and developing resilience. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and the ADAPT conflict resolution steps. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, being an upstander and seeking help. L5 – Physical Fitness: Self-Care – Developing healthy habits to help us bounce back physically. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.
Key Concepts to assess	L1 – Know that everyone makes mistakes and that mistakes help us learn and grow. L2 – Know that life has happy and difficult moments and that big feelings will pass with support. L3 – Know that friendships sometimes have disagreements and that saying sorry and forgiving can help friendships recover. L4 – Know that bullying is unkind, that everyone deserves kindness and that trusted adults can help. L5 – Know simple self-care habits, including sleep, healthy food, exercise and hygiene, that help keep us healthy. L6 – Know that looking after our mental, social and physical fitness helps us live our one life well.	L1 – Explain how learning from mistakes develops resilience and helps us bounce back with confidence. L2 – Explain that flexibility and resilience help us respond positively to life's challenges and manage difficult emotions. L3 – Explain how the ADAPT conflict resolution steps help repair friendships through forgiveness, empathy and compromise. L4 – Explain the difference between bullying and unkind behaviour, identify the role of an upstander and explain why seeking help is important. L5 – Explain how positive self-care habits support physical health, emotional wellbeing and resilience. L6 – Explain how mental, social and physical fitness work together to support lifelong wellbeing and healthy relationships.

Vocabulary	mistakes, bounce back, resilience, emotions, friendship, forgiveness, bullying, kindness, upstander, self-care, healthy habits, exercise, sleep, hygiene	Y1+ flexibility, resilience, acceptance, empathy, compromise, ADAPT, bystander, perseverance, wellbeing, prevention, hydration, responsibility
Experiences	Read stories where characters learn from mistakes and discuss how they bounced back. Use the cooked and uncooked spaghetti activity to demonstrate flexibility and resilience. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Sort scenarios into bullying, unkind behaviour and friendly disagreement before discussing how to be an upstander. Create a "Self-Care" poster using the SELF-CARE acronym (Sleep, Eat well, Live in the moment, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise). Complete a class reflection linking mental fitness, social fitness and physical fitness using the One Life traffic lights.	
SMSC	Spiritual – Reflecting on how mistakes, forgiveness and resilience help us grow into the best version of ourselves. Moral – Understanding the importance of kindness, forgiveness, standing up for others and making positive choices. Social – Developing caring friendships by learning to resolve conflict peacefully, forgive others and support those experiencing difficulties. Cultural – Recognising that everyone experiences challenges differently and appreciating the importance of kindness, inclusion and respect within diverse communities.	
British Values	Individual Liberty – Developing confidence to make positive choices, learn from mistakes and seek help when needed. Mutual Respect – Treating others with kindness, empathy and respect, even when disagreements occur. Rule of Law – Understanding that rules help keep people safe and that bullying is unacceptable in school and society.	
School Values	We are happy – Learning that everyone experiences ups and downs and that bouncing back helps us enjoy life. We are safe – Understanding how trusted adults, healthy friendships and self-care help keep us physically and emotionally safe. We enjoy a challenge – Recognising that mistakes and setbacks help us grow stronger, more resilient and more confident. We celebrate diversity – Appreciating that everyone faces different challenges and recognising the importance of supporting one another with kindness and compassion. We show respect – Demonstrating forgiveness, empathy, kindness and respect towards ourselves and others, especially during disagreements. We are ready and fit for our future – Developing resilience, healthy habits and positive relationships that prepare us to face life's challenges with confidence and optimism.	

Spring 2		
KS1	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 1	Year 2
	L1 – Mental Fitness: Self-Compassion – Understanding self-compassion and using our inner cheerleader when things go wrong. L2 – Mental Fitness: Compassion for Others – Using the SENSES model to show empathy and compassion. L3 – Mental Fitness: Compassion in the World – Understanding how our choices create a positive ripple effect. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and celebrating diversity. L5 – Social Fitness: Online Safety – Showing compassion and making safe choices online.	L1 – Mental Fitness: Self-Compassion – Understanding self-compassion and using our inner cheerleader when things go wrong. L2 – Mental Fitness: Compassion for Others – Using the SENSES model to show empathy and compassion. L3 – Mental Fitness: Compassion in the World – Understanding how our choices create a positive ripple effect. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and celebrating diversity. L5 – Social Fitness: Online Safety – Showing compassion and making safe choices online.

	L6 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and knowing how to help others.	L6 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and knowing how to help others.
Key Concepts to assess	L1 – Know that compassion means caring for ourselves and others and that positive self-talk helps us feel confident. L2 – Know simple compassionate words and actions that help others feel cared for. L3 – Know that kind choices have a positive ripple effect on other people. L4 – Know that stereotypes are unfair ideas about people and that everyone should be treated kindly and equally. L5 – Know simple rules for staying safe online and know to tell a trusted adult if something worries them. L6 – Know simple ways to stay safe in an emergency, know how to ask for help and know their home address.	L1 – Explain how self-compassion helps us recover from mistakes by using our inner cheerleader instead of our inner critic. L2 – Explain how the SENSES model helps us act with compassion by being Sensitive, showing Empathy, being Non-judgemental, showing Sympathy, giving Extra care and being Supportive. L3 – Explain how compassionate words and actions create a positive ripple effect within families, friendships and the wider community. L4 – Explain why stereotypes are harmful, recognise unfair assumptions and describe how celebrating diversity creates respectful relationships. L5 – Explain how to stay safe online by making kind choices, protecting personal information and speaking to a trusted adult if something feels wrong. L6 – Explain how to respond calmly in an emergency, make an effective emergency call, identify hazards and understand simple first-aid responses.
Vocabulary	compassion, self-compassion, self-talk, inner cheerleader, kindness, caring, SENSES, stereotype, online, safe, emergency, hazard, help	Y1+ empathy, non-judgemental, sympathy, supportive, ripple effect, inclusion, assumption, diversity, digital footprint, trusted adult, emergency services, first aid
Experiences	Create an "Inner Cheerleader" speech bubble describing kind things children can say to themselves after making a mistake. Role-play using the SENSES model to respond compassionately when someone is upset or worried. Drop a pebble into water and discuss how acts of kindness create a positive ripple effect in school, at home and in the community. Explore picture books such as Our Skin, Acceptance is my Superpower or You Are So Amazing to challenge stereotypes and celebrate diversity. Create posters celebrating everyone's unique strengths. Use simple online scenarios to identify safe and unsafe choices, practise using the "Stop, Block and Tell" approach and discuss how kindness applies online as well as offline. Role-play making a 999 emergency call, identifying hazards and discussing simple first-aid situations such as bumps or cuts.	
SMSC	Spiritual – Reflecting on how compassion, kindness and positive self-talk help us value ourselves and others. Moral – Understanding that our choices have consequences and that compassion, fairness and kindness help us make positive decisions. Social – Developing caring relationships by listening, helping others, challenging stereotypes and behaving responsibly both offline and online. Cultural – Appreciating diversity, recognising that stereotypes are harmful and celebrating the unique qualities of every individual.	
British Values	Individual Liberty – Developing confidence to make safe, compassionate choices both online and offline and seek help when needed. Mutual Respect – Treating everyone with kindness, empathy and respect while celebrating differences and challenging stereotypes. Rule of Law – Understanding that rules help keep us safe online, in school and in emergencies, and knowing how the emergency services help our community.	
School Values	We are happy – Showing compassion to ourselves and others so everyone feels valued and able to flourish. We are safe – Learning how to stay safe online, respond in emergencies and seek help from trusted adults when needed. We enjoy a challenge – Challenging stereotypes, learning from mistakes and choosing compassionate responses even when situations are difficult. We celebrate diversity – Recognising that every person is unique, challenging stereotypes and valuing the strengths, talents and backgrounds of others. We show respect – Demonstrating empathy, kindness, compassion and fairness through our words, actions and online behaviour. We are ready and fit for our future – Developing compassion, digital responsibility, resilience and emergency awareness that will help us become caring, responsible citizens throughout life.	

	Summer 1	
	Power of Now, Respectful Relationships and Being Safe	
	Year 1	Year 2
KS1	L1 – Mental Fitness: The Power of Now – Understanding what it means to be present and how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Using breath work and our senses to stay calm and focused in the present moment. L3 – Social Fitness: Respectful Relationships – Learning good manners and showing respect to ourselves and others. L4 – Social Fitness: Respectful Relationships (Digitally) – Building kind and respectful relationships online. L5 – Social Fitness: Being Safe – Staying safe online and knowing what to do if someone is unkind. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding healthy habits and recognising that some substances can harm our bodies.	L1 – Mental Fitness: The Power of Now – Understanding what it means to be present and how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Using breath work and our senses to stay calm and focused in the present moment. L3 – Social Fitness: Respectful Relationships – Learning good manners and showing respect to ourselves and others. L4 – Social Fitness: Respectful Relationships (Digitally) – Building kind and respectful relationships online. L5 – Social Fitness: Being Safe – Staying safe online and knowing what to do if someone is unkind. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding healthy habits and recognising that some substances can harm our bodies.
Key Concepts to assess	L1 – Know that being present means focusing on what is happening now and that this helps us learn and enjoy life. L2 – Know that breathing slowly and using our senses can help us feel calm and focused. L3 – Know that respect is shown through kind words, good manners and listening to others. L4 – Know that people should be kind and respectful both online and offline. L5 – Know that people can sometimes be unkind online and that they should tell a trusted adult if this happens. L6 – Know that healthy habits keep our bodies healthy and that medicines should only be given by trusted adults.	L1 – Explain how focusing on the present moment helps us manage worries about the past or future and supports positive mental fitness. L2 – Explain how breath work and paying attention to our senses help us remain calm, focused and ready to learn during challenging situations. L3 – Explain how respect is demonstrated through kindness, honesty, listening, good manners and respecting personal space and boundaries. L4 – Explain how respectful behaviour online is as important as respectful behaviour in person and describe ways to build positive digital relationships. L5 – Explain how to stay safe online by protecting personal information, recognising unkind online behaviour and seeking help from a trusted adult. L6 – Explain the difference between medicines and harmful substances and describe healthy habits that keep our bodies and minds safe.
Vocabulary	present, now, breath work, calm, senses, respect, manners, kindness, online, safe, trusted adult, medicine, healthy habits	Y1+ mindfulness, focus, boundaries, courtesy, responsibility, digital, privacy, cyberbullying, wellbeing, harmful substances, tobacco, alcohol
Experiences	Practise mindful breathing and a "Five Senses" activity to help children focus on the present moment and notice the world around them. Create a class "Power of Now" display by drawing or writing things children notice when they are fully present. Role-play everyday situations using good manners, respectful language, listening skills and taking turns. Explore simple online scenarios and sort them into respectful and disrespectful behaviour before creating a class online kindness charter. Discuss what to do if someone is unkind online, practise identifying trusted adults and create a "Stay Safe Online" poster. Sort pictures of healthy habits and medicines into appropriate groups before discussing how to keep our bodies healthy and safe.	
SMSC	Spiritual – Reflecting on how being present helps us appreciate the world around us, notice the good in each day and become our best selves. Moral – Understanding that kindness, respect, honesty and good manners help us make positive choices in person and online. Social – Developing respectful relationships by listening carefully, taking turns, using polite language and behaving responsibly in digital spaces.	

	Cultural – Appreciating that everyone deserves kindness, respect and inclusion regardless of their background, beliefs or differences.
British Values	Individual Liberty – Developing confidence to make safe, respectful choices online and offline while seeking help when needed. Mutual Respect – Showing kindness, courtesy and respect through our words, actions and relationships both in person and online. Rule of Law – Understanding that school rules, online safety rules and wider laws help protect people and keep everyone safe.
School Values	We are happy – Learning to enjoy the present moment, appreciate everyday experiences and build positive relationships. We are safe – Understanding how to stay safe online, protect personal information and make healthy choices for our bodies. We enjoy a challenge – Developing focus and perseverance by bringing our attention back to the present when learning becomes difficult. We celebrate diversity – Respecting everyone's ideas, backgrounds and differences, both in the classroom and online. We show respect – Demonstrating kindness, good manners, honesty and respectful behaviour in every relationship. We are ready and fit for our future – Developing mindfulness, healthy habits, digital responsibility and respectful relationships that prepare us for lifelong wellbeing and success.

Summer 2		
KS1	Balancing Doing & Being, Being Safe and Healthy	
	Year 3	Year 4
	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and recognising our talents. L2 – Mental Fitness: Balancing Doing and Being – Understanding why we need a balance between doing and simply being. L3 – Physical Fitness: Health Prevention – Learning healthy habits that prevent illness and disease. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body safety. L5 – Physical Fitness: Exercise – Understanding why physical activity is important for our health and wellbeing. L6 – Social Fitness: Personal Safety – Recognising hazards and risks and learning the Water Safety Code.	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and recognising our talents. L2 – Mental Fitness: Balancing Doing and Being – Understanding why we need a balance between doing and simply being. L3 – Physical Fitness: Health Prevention – Learning healthy habits that prevent illness and disease. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body safety. L5 – Physical Fitness: Exercise – Understanding why physical activity is important for our health and wellbeing. L6 – Social Fitness: Personal Safety – Recognising hazards and risks and learning the Water Safety Code.
Key Concepts to assess	L1 – Know that everyone has different talents and strengths and that it is important to like ourselves. L2 – Know that our bodies and brains need a balance between being busy and having quiet time to rest. L3 – Know that washing hands, brushing teeth, keeping clean and eating healthily help prevent illness. L4 – Know that some parts of our body are private, that we deserve respect and that we should tell a trusted adult if we ever feel unsafe. L5 – Know that regular physical activity keeps our bodies and minds healthy and strong.	L1 – Explain how recognising our talents and valuing ourselves builds positive self-esteem and helps us become the best version of ourselves. L2 – Explain why balancing doing with time to simply be helps our brains, emotions and wellbeing, including limiting excessive screen time. L3 – Explain how healthy habits, including personal hygiene, dental care, healthy eating and protecting ourselves from the sun, reduce the risk of illness. L4 – Explain why privacy, body boundaries and self-respect help keep us safe and identify trusted adults who can help if something feels wrong. L5 – Explain how regular exercise benefits our physical, mental and social fitness and recognise the risks of an inactive lifestyle.

	L6 – Know that hazards can cause harm and identify simple ways to stay safe around roads, water and other dangers.	L6 – Explain how to identify hazards, reduce risks and follow the Water Safety Code to help keep themselves and others safe.
Vocabulary	self-esteem, talents, being, balance, germs, hygiene, privacy, exercise, hazards, risks, water safety, trusted adult	Y1+ confidence, wellbeing, self-care, oral hygiene, bacteria, boundaries, responsibility, active lifestyle, prevention, Water Safety Code, risk assessment, resilience
Experiences	Create a "My Talents" display celebrating individual strengths and discussing how everyone has unique gifts that help our community flourish. Explore activities that balance doing and being, such as mindful colouring, quiet reading, nature walks and active play, before creating a balanced daily timetable. Practise effective handwashing using glitter or UV gel, brush teeth correctly with a dental model and discuss healthy habits that prevent illness. Read an age-appropriate body safety story and role-play situations where children practise saying "no", respecting privacy and identifying trusted adults. Take part in a circuit of physical activities, measuring how exercise makes the body and mind feel before discussing healthy lifestyle choices. Identify hazards around school, practise simple risk assessments and learn the Water Safety Code through role-play and safety posters	
SMSC	Spiritual – Reflecting on our unique talents, recognising our value and understanding how balancing activity with rest helps us flourish. Moral – Understanding that looking after our bodies, respecting privacy and making safe choices are important responsibilities. Social – Developing healthy relationships by respecting personal boundaries, supporting one another and keeping ourselves and others safe. Cultural – Appreciating that everyone has different talents, strengths and backgrounds that contribute positively to our community.	
British Values	Individual Liberty – Developing confidence to make healthy choices, respect personal boundaries and seek help when needed. Mutual Respect – Respecting ourselves and others by valuing privacy, celebrating talents and recognising everyone's right to feel safe. Rule of Law – Understanding that safety rules, including the Water Safety Code and school expectations, help protect everyone from harm.	
School Values	We are happy – Recognising our talents, valuing ourselves and enjoying a healthy balance between activity and rest. We are safe – Learning how to keep our bodies healthy, protect our privacy, recognise hazards and stay safe around water. We enjoy a challenge – Trying new activities, developing new talents and building healthy habits that strengthen body and mind. We celebrate diversity – Appreciating that everyone has different strengths, interests and abilities that make our school community special. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others. We are ready and fit for our future – Developing lifelong habits of self-care, physical activity, healthy decision-making and personal safety that prepare us to live our one life well.	

Autumn 1		
LKS2	Self-Awareness, Families, Friends and Healthy Eating	
	Year 3	Year 4
	L1 – Self-Awareness: We are unique human beings – developing self-esteem and liking who we are growing up to be. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts. L3 – Self-Awareness: We are not our thoughts and feelings – understanding our inner cheerleader and inner critic.	L1 – Self-Awareness: We are unique human beings – developing self-esteem and liking who we are growing up to be. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts. L3 – Self-Awareness: We are not our thoughts and feelings – understanding our inner cheerleader and inner critic.

	L4 – Families: Different families, love, care, protection and the importance of spending time together. L5 – Caring Friendships: Building truthful, kind, welcoming and secure friendships. L6 – Healthy Eating: Nutrition, healthy food choices and eating mostly protein, fruit and vegetables.	L4 – Families: Different families, love, care, protection and the importance of spending time together. L5 – Caring Friendships: Building truthful, kind, welcoming and secure friendships. L6 – Healthy Eating: Nutrition, healthy food choices and eating mostly protein, fruit and vegetables.
Key Concepts to assess	L1 – Explain that everyone is a unique human being and identify personal values, strengths and qualities that contribute to healthy self-esteem. L2 – Recognise the difference between helpful and unhelpful thoughts and explain how they influence emotions and behaviour. L3 – Explain that thoughts and feelings do not define who we are and use strategies to strengthen the inner cheerleader. L4 – Explain that families are different but are built on love, care, security and protection, and recognise the importance of spending time together. L5 – Explain how truthfulness, kindness, inclusion and welcoming behaviour help friendships become strong and secure. L6 – Explain why nutrition is important and identify the role of protein, fruit and vegetables in keeping the body healthy.	L1 – Evaluate how developing positive self-esteem, authentic values and self-awareness supports lifelong wellbeing and positive relationships. L2 – Apply strategies to challenge unhelpful thoughts, develop resilience and make positive choices in different situations. L3 – Explain how managing thoughts and emotions supports positive mental fitness and healthy decision-making. L4 – Explain how strong family relationships provide stability, security and emotional wellbeing, recognising that support can come from a range of trusted people. L5 – Evaluate the qualities of healthy friendships, including trust, honesty, empathy and respect, and explain how to resolve disagreements positively. L6 – Explain how balanced nutrition contributes to physical health, mental wellbeing, energy levels and long-term healthy lifestyles.
Vocabulary	self-esteem, authentic, unique, acceptance, helpful thoughts, unhelpful thoughts, inner cheerleader, inner critic, family, security, stability, friendship, welcoming, nutrition, protein	Y3+ resilience, self-awareness, mindset, confidence, emotional wellbeing, empathy, honesty, balanced nutrition, carbohydrates, vitamins, wellbeing, healthy choices
Experiences	Create a "Human BEING" self-portrait showing personal strengths, values and qualities. Complete a values activity identifying the qualities pupils want to develop as they grow. Sort examples of helpful and unhelpful thoughts and practise changing negative thinking into positive self-talk. Create an Inner Cheerleader toolkit with practical strategies for managing difficult thoughts. Draw and discuss different family structures, identifying how families provide love, care, security and stability. Role-play friendship scenarios focusing on honesty, kindness, inclusion and welcoming others. Investigate different food groups and create a balanced healthy meal based on protein, fruit and vegetables	
SMSC	Spiritual – Reflecting on personal identity, values and self-worth while recognising that everyone has unique strengths and potential. Moral – Understanding how honesty, kindness, healthy choices and positive thinking help us become the best version of ourselves. Social – Developing positive relationships by learning how families, friendships and teamwork contribute to happiness, belonging and security. Cultural – Recognising and celebrating the diversity of families, personalities and backgrounds while valuing everyone's unique contribution.	
British Values	Individual Liberty – Developing confidence to be our authentic selves, make healthy choices and take responsibility for our actions and wellbeing. Mutual Respect – Respecting the uniqueness, thoughts, feelings and experiences of others while valuing positive relationships. Tolerance of Those with Different Faiths and Beliefs – Understanding that families, beliefs and lifestyles may differ while recognising that everyone deserves care, dignity and inclusion.	
School Values	We are happy – Developing positive self-esteem, celebrating our uniqueness and building friendships that help everyone flourish. We are safe – Understanding that trusted relationships, supportive families and healthy choices help keep us physically and emotionally safe. We enjoy a challenge – Challenging unhelpful thoughts, developing resilience and striving to become the best version of ourselves. We celebrate diversity – Appreciating that every person and every family is unique and recognising the value of different experiences and perspectives.	

	We show respect – Demonstrating honesty, kindness, empathy and inclusion in all our relationships. We are ready and fit for our future – Developing strong mental fitness, healthy habits and positive relationships that prepare us to live our one life well.
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Autumn 2		
LKS2	Response System, Our Bodies and Being Safe	
	Year 3	Year 4
	L1 – Response System: Understanding our emotions and the key players in the brain. L2 – Response System: Responding instead of reacting and recognising that emotions are energy in motion. L3 – Response System: Regulating our nervous system through breathwork and self-control. L4 – Respectful Relationships: Living with respect, good manners and integrity. L5 – My Body: Self-care, body image and respecting our one body. L6 – Being Safe: Boundaries, consent and keeping ourselves safe.	L1 – Response System: Understanding our emotions and the key players in the brain. L2 – Response System: Responding instead of reacting and recognising that emotions are energy in motion. L3 – Response System: Regulating our nervous system through breathwork and self-control. L4 – Respectful Relationships: Living with respect, good manners and integrity. L5 – My Body: Self-care, body image and respecting our one body. L6 – Being Safe: Boundaries, consent and keeping ourselves safe.
Key Concepts to assess	L1 – Explain that our response system helps protect us and identify the key players in the brain that influence thoughts, feelings and behaviour. L2 – Explain that emotions are "energy in motion" and describe how responding thoughtfully leads to better choices than reacting impulsively. L3 – Demonstrate how breathwork helps regulate the nervous system and supports emotional self-control during challenging situations. L4 – Explain how respect is shown through good manners, honesty, kindness, integrity and consideration for others. L5 – Explain why self-care, body acceptance and respecting our unique body contribute to physical and emotional wellbeing. L6 – Explain how boundaries, consent and recognising safe and unsafe touch help keep ourselves and others safe.	L1 – Evaluate how understanding the brain and response system supports emotional awareness, resilience and healthy decision-making. L2 – Analyse how recognising thoughts, emotions and body sensations helps us regulate our responses and build positive habits. L3 – Apply breathwork and self-regulation strategies independently to manage stress, anxiety and other challenging emotions. L4 – Evaluate how respect, integrity, humility and empathy strengthen relationships and contribute to positive communities. L5 – Explain how positive body image, self-respect and healthy lifestyle choices support lifelong physical and mental wellbeing. L6 – Evaluate how understanding boundaries, consent and assertive communication helps protect wellbeing and build respectful relationships.
Vocabulary	response system, react, respond, key players, nervous system, emotions, energy in motion, breathwork, respect, manners, self-care, body image, boundaries, consent, integrity	amygdala, hippocampus, prefrontal cortex, self-regulation, emotional awareness, resilience, empathy, humility, assertive, personal boundaries, wellbeing, self-control
Experiences	Use simple brain diagrams to identify the Wise Owl (thinking brain), Guard Dog (amygdala) and Emotion Elephant (hippocampus/emotional brain) and discuss how they influence behaviour. Role-play situations where children compare reacting with responding using the One Life shared language. Practise breathing exercises and the STOP strategy (Stop, Take a breath, Observe, Proceed) to regulate emotions. Create a class "Respect Code" identifying ways to demonstrate integrity, kindness, empathy and good manners every day. Explore positive body image by creating an "All Bodies Are Good Bodies" display celebrating uniqueness and self-care. Use scenario cards to identify healthy boundaries, practise giving and refusing consent respectfully and identify trusted adults who can help if someone feels unsafe.	

SMSC	Spiritual – Reflecting on how understanding our thoughts, emotions and responses helps us become the best version of ourselves and live our one life well. Moral – Exploring how self-control, integrity, respect and responsibility help us make wise choices and care for ourselves and others. Social – Developing healthy relationships through empathy, good manners, teamwork, respecting boundaries and practising positive communication. Cultural – Recognising that people have different experiences, beliefs and backgrounds while valuing everyone's right to feel respected, safe and included.
British Values	Individual Liberty – Developing the confidence to regulate emotions, make informed choices, express personal boundaries and seek help when needed. Mutual Respect – Demonstrating respect through kindness, integrity, empathy, good manners and valuing the feelings, rights and differences of others. Rule of Law – Understanding that rules, personal boundaries and consent protect individuals, promote fairness and help keep communities safe.
School Values	We are happy – Understanding our emotions and developing positive relationships that help us flourish and enjoy living our one life well. We are safe – Learning how our response system, personal boundaries and consent help keep us physically and emotionally safe. We enjoy a challenge – Strengthening self-control by choosing thoughtful responses, regulating emotions and developing resilience when life feels difficult. We celebrate diversity – Appreciating that every person is unique and recognising that different experiences, backgrounds and perspectives strengthen our community. We show respect – Demonstrating integrity, kindness, empathy, good manners and respect for ourselves, others and their boundaries. We are ready and fit for our future – Developing emotional regulation, resilience, healthy relationships and personal safety skills that prepare us to navigate life's opportunities and challenges with confidence

Spring 1		
LKS2	Bouncing Back Mentally, Socially and Physically	
	Year 3	Year 4
	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Managing emotions through our response system and developing resilience. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and using ADAPT to resolve conflict. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and resisting peer pressure. L5 – Physical Fitness: Self-Care – Building healthy habits that help us bounce back physically and mentally. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness work together to help us live our one life well.	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Managing emotions through our response system and developing resilience. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and using ADAPT to resolve conflict. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and resisting peer pressure. L5 – Physical Fitness: Self-Care – Building healthy habits that help us bounce back physically and mentally. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness work together to help us live our one life well.
Key Concepts to assess	L1 – Explain that resilience means bouncing back from mistakes and challenges and that mistakes help us learn and grow. L2 – Explain that difficult emotions are a normal part of life and describe how our response system helps us choose thoughtful responses. L3 – Explain how the ADAPT conflict resolution process helps repair friendships through empathy, forgiveness and compromise. L4 – Explain the harmful impact of bullying, identify the difference between a bystander and an upstander and explain how to seek help safely.	L1 – Evaluate how resilience, psychological flexibility and learning from mistakes contribute to long-term mental wellbeing and personal growth. L2 – Analyse how our response system influences behaviour and independently apply strategies that help regulate emotions during challenging situations. L3 – Evaluate how empathy, forgiveness, compromise and effective communication strengthen friendships and resolve conflict respectfully. L4 – Evaluate the long-term effects of bullying, explain the responsibility of an upstander and justify strategies that promote a safe and inclusive community.

	L5 – Explain how healthy self-care habits, including sleep, hygiene, exercise and healthy eating, strengthen both body and mind. L6 – Explain how developing mental, social and physical fitness helps us become resilient and prepared for life's challenges.	L5 – Evaluate how consistent self-care habits prevent health problems, improve resilience and contribute to lifelong physical and mental wellbeing. L6 – Evaluate how mental, social and physical fitness are interconnected and explain how developing all three supports a healthy, balanced life.
Vocabulary	resilience, bounce back, flexibility, emotions, response, forgiveness, friendship, ADAPT, bullying, bystander, upstander, self-care, healthy habits, wellbeing	Y3+ psychological flexibility, resilience, compromise, empathy, conflict resolution, perseverance, peer pressure, prevention, accountability, wellbeing, adaptation, self-regulation
Experiences	Use the cooked and uncooked spaghetti activity to explore psychological flexibility and discuss why resilient people adapt to challenges. Read stories where characters overcome setbacks and identify how they bounced back after making mistakes. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Analyse bullying scenarios and decide how an upstander can safely support others and seek help from trusted adults. Create a SELF-CARE action plan using the One Life acronym (Sleep, Eat well, Live in the present, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise). Complete a reflection activity linking mental fitness, social fitness and physical fitness using the One Life traffic lights and identify one personal goal for each area	
SMSC	Spiritual – Reflecting on how resilience, forgiveness and learning from mistakes help us become the best version of ourselves and live our one life well. Moral – Exploring how kindness, forgiveness, courage and responsibility help us make wise decisions and positively influence others. Social – Developing healthy friendships by resolving conflict peacefully, showing empathy, becoming an upstander and supporting others through challenges. Cultural – Recognising that everyone experiences setbacks differently and appreciating the importance of inclusion, compassion and respect within diverse communities.	
British Values	Individual Liberty – Developing confidence to make positive choices, learn from setbacks, resist negative peer pressure and seek help when needed. Mutual Respect – Demonstrating empathy, forgiveness and respect during disagreements while valuing the thoughts and feelings of others. Rule of Law – Understanding that school rules and wider laws protect people from bullying, promote fairness and help communities remain safe.	
School Values	We are happy – Developing resilience and learning that setbacks help us grow stronger and enjoy living our one life well. We are safe – Understanding how healthy friendships, trusted adults, anti-bullying strategies and self-care help keep us physically and emotionally safe. We enjoy a challenge – Building resilience by embracing mistakes, overcoming setbacks and adapting positively when life becomes difficult. We celebrate diversity – Appreciating that everyone experiences challenges differently and recognising the value of supporting one another with kindness and compassion. We show respect – Demonstrating forgiveness, empathy, kindness and respect by resolving conflict peacefully and standing up for others. We are ready and fit for our future – Developing resilience, healthy habits, emotional regulation and positive relationships that prepare us to navigate life's opportunities and challenges with confidence.	

Spring 2		
LKS2	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 3	Year 4
	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Using the SENSES model to show empathy and compassion in everyday life.	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Using the SENSES model to show empathy and compassion in everyday life.

	L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of compassionate choices. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and celebrating that everyone is perfectly designed. L5 – Physical Fitness: Compassion in an Emergency – Responding in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion supports our mental, social and physical fitness.	L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of compassionate choices. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and celebrating that everyone is perfectly designed. L5 – Physical Fitness: Compassion in an Emergency – Responding in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion supports our mental, social and physical fitness.
Key Concepts to assess	L1 – Explain that self-compassion means treating ourselves with kindness after mistakes and using positive self-talk to strengthen mental fitness. L2 – Explain how the SENSES model helps us recognise when others need compassion and choose supportive responses. L3 – Explain how compassionate choices create a positive ripple effect within families, friendships and communities. L4 – Explain what stereotypes are, why they are harmful and how celebrating differences builds respectful relationships. L5 – Explain how to respond safely in an emergency, make an effective emergency call and use the LIONEL approach to help appropriately. L6 – Explain how compassion strengthens mental fitness, healthy relationships and physical wellbeing.	L1 – Evaluate how practising self-compassion reduces self-criticism, builds resilience and strengthens emotional wellbeing. L2 – Evaluate how using the SENSES model develops empathy, strengthens relationships and supports people during difficult situations. L3 – Analyse how individual compassionate actions influence others and contribute to creating positive communities and a kinder society. L4 – Evaluate how stereotypes influence attitudes and behaviour, explain why they lead to prejudice and describe how challenging stereotypes promotes inclusion and equality. L5 – Evaluate how remaining calm, following emergency procedures and applying the LIONEL approach helps protect people and improves outcomes during emergencies. L6 – Evaluate how compassion across mental, social and physical fitness prepares us to become responsible, resilient and caring citizens.
Vocabulary	compassion, self-compassion, self-talk, inner cheerleader, empathy, sympathy, sensitive, SENSES, ripple effect, stereotype, emergency, hazard, LIONEL	non-judgemental, inclusion, prejudice, discrimination, equality, diversity, community, resilience, first aid, emergency services, responsibility, compassionate leadership
Experiences	Create an "Inner Cheerleader" journal where children rewrite unhelpful self-talk into compassionate self-talk after making mistakes. Role-play scenarios using the SENSES model (Sensitive, Empathy, Non-judgemental, Sympathy, Extra Care and Supportive) to support someone experiencing difficulty. Demonstrate the ripple effect by dropping a pebble into water before creating a class kindness chain showing how one compassionate action can influence many others. Explore books such as Acceptance is my Superpower, Karamo Brown – Perfectly Designed and Our Skin to discuss stereotypes, diversity and inclusion before creating posters celebrating everyone's uniqueness. Role-play making a 999 emergency call and introduce the LIONEL approach for helping safely in an emergency, alongside recognising common hazards and basic first-aid situations. Complete a One Life reflection using the traffic lights to identify how compassion can strengthen mental, social and physical fitness.	
SMSC	Spiritual – Reflecting on how compassion, positive self-talk and kindness help us become the best version of ourselves and support others. Moral – Exploring how compassion, fairness and responsibility influence our choices and encourage us to challenge stereotypes and prejudice. Social – Developing healthy relationships by demonstrating empathy, using restorative language, supporting others and responding appropriately in emergencies. Cultural – Celebrating diversity, recognising that everyone is perfectly designed and appreciating different backgrounds, identities and experiences.	
British Values	Individual Liberty – Developing confidence to make compassionate choices, challenge unfair assumptions and respond safely in emergencies. Mutual Respect – Showing empathy, kindness and respect towards everyone, valuing differences and treating others fairly. Rule of Law – Understanding how emergency services, school rules and wider laws help keep people safe and why discrimination and prejudice are unacceptable.	
School Values	We are happy – Using compassionate self-talk and kindness to strengthen our wellbeing and help others flourish.	

	We are safe – Learning how to respond appropriately in emergencies, seek help and make safe decisions both online and offline. We enjoy a challenge – Challenging stereotypes, learning from mistakes and choosing compassionate responses even when situations are difficult. We celebrate diversity – Recognising that everyone is perfectly designed, valuing differences and actively challenging stereotypes and prejudice. We show respect – Demonstrating empathy, compassion, fairness and kindness through our words, actions and relationships. We are ready and fit for our future – Developing compassion, resilience, emergency awareness and inclusive attitudes that prepare us to become confident, responsible and caring members of society.
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Summer 1		
LKS2	Power of Now, Respectful Relationships and Being Safe	
	Year 3	Year 4
	L1 – Mental Fitness: The Power of Now – Understanding how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Learning what it means to be present and using the STOP method. L3 – Social Fitness: Respectful Relationships – Understanding manners, respect and positive relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful relationships online and understanding digital boundaries. L5 – Social Fitness: Being Safe – Recognising cyberbullying and knowing how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones and healthy and unhealthy dopamine behaviours.	L1 – Mental Fitness: The Power of Now – Understanding how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Learning what it means to be present and using the STOP method. L3 – Social Fitness: Respectful Relationships – Understanding manners, respect and positive relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful relationships online and understanding digital boundaries. L5 – Social Fitness: Being Safe – Recognising cyberbullying and knowing how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones and healthy and unhealthy dopamine behaviours.
Key Concepts to assess	L1 – Explain that our minds can distract us from the present moment and that being present helps us learn, enjoy life and become our best selves. L2 – Explain how the STOP method and breath work help us become calm, focused and ready to make positive choices. L3 – Explain how respect is shown through good manners, kindness, honesty, listening and considering the feelings of others. L4 – Explain practical ways to build respectful digital relationships and describe why online boundaries keep us safe. L5 – Explain what cyberbullying is, identify safe online behaviours and describe how to seek help if something online feels wrong. L6 – Explain that hormones influence how our bodies and brains work and identify healthy ways to increase dopamine.	L1 – Evaluate how living in the present improves concentration, emotional regulation and overall wellbeing. L2 – Apply the STOP method independently to regulate emotions, manage distractions and make thoughtful decisions. L3 – Evaluate how respect, integrity, empathy and positive communication strengthen relationships and build trust. L4 – Evaluate how responsible online behaviour, healthy digital boundaries and respectful communication create safer online communities. L5 – Evaluate the impact of cyberbullying on wellbeing and justify strategies that protect personal information and promote online safety. L6 – Evaluate how healthy dopamine habits contribute to long-term physical, emotional and mental wellbeing while recognising unhealthy dopamine-seeking behaviours.
Vocabulary	present, STOP, mindful, breath work, manners, respect, boundaries, cyberbullying, dopamine, hormones, online safety, kindness	Y3+ mindfulness, self-regulation, integrity, empathy, digital footprint, privacy, wellbeing, self-control, addiction, moderation, responsibility, resilience
Experiences	Complete mindful breathing and grounding activities using the five senses to experience the Power of Now. Practise the STOP method through role-play, exploring situations where children pause before reacting.	

	Create a class Respect Charter showing practical examples of good manners and respectful behaviour. Analyse online scenarios and develop a set of class agreements for respectful digital communication and healthy online boundaries. Explore cyberbullying case studies and create an online safety action plan identifying trusted adults and reporting strategies. Sort healthy and unhealthy dopamine behaviours before designing a personal wellbeing plan that balances exercise, sleep, hobbies, friendships and screen time.
SMSC	Spiritual – Reflecting on how being present helps us appreciate life, understand ourselves and become the best version of ourselves. Moral – Understanding how respect, honesty, responsibility and self-control help us make wise choices both online and offline. Social – Developing respectful relationships through good manners, empathy, positive communication and responsible digital behaviour. Cultural – Appreciating that everyone deserves respect regardless of their background, beliefs or experiences and recognising the importance of inclusion.
British Values	Individual Liberty – Developing confidence to make informed, safe and responsible choices both online and offline. Mutual Respect – Demonstrating courtesy, empathy and respect through positive communication and healthy relationships. Rule of Law – Understanding that school rules, online safety expectations and wider laws help protect everyone from harm and keep communities safe.
School Values	We are happy – Learning to enjoy the present moment, build positive relationships and make healthy choices that support wellbeing. We are safe – Understanding how to stay safe online, recognise cyberbullying and make choices that protect our physical and mental health. We enjoy a challenge – Developing perseverance and self-control by using the STOP method when situations become difficult. We celebrate diversity – Respecting different ideas, cultures and experiences while creating an inclusive community online and offline. We show respect – Demonstrating kindness, honesty, good manners and responsibility in every interaction. We are ready and fit for our future – Developing mindfulness, digital responsibility and healthy habits that prepare us to thrive in an increasingly connected world.

Summer 2		
Balancing Doing & Being, Being Safe and Healthy		
LKS2	Year 3	Year 4
	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and celebrating what makes us remarkably us. L2 – Mental Fitness: Balancing Doing and Being – Understanding why our brains and bodies need a balance between doing and being. L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits and personal responsibility. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body boundaries. L5 – Physical Fitness: Exercise – Understanding the benefits of physical activity and the risks of an inactive lifestyle. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and following the Water Safety Code.	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and celebrating what makes us remarkably us. L2 – Mental Fitness: Balancing Doing and Being – Understanding why our brains and bodies need a balance between doing and being. L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits and personal responsibility. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body boundaries. L5 – Physical Fitness: Exercise – Understanding the benefits of physical activity and the risks of an inactive lifestyle. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and following the Water Safety Code.
Key Concepts to assess	L1 – Explain that self-esteem grows when we recognise our strengths, talents and unique qualities, while accepting that nobody is good at everything.	L1 – Evaluate how positive self-esteem, recognising our unique talents and accepting challenges build resilience, confidence and a growth mindset.

	L2 – Explain why balancing busy lives with time to simply be supports our mental fitness, emotional wellbeing and healthy brain development. L3 – Explain how personal hygiene, oral hygiene, handwashing, healthy eating and protecting ourselves from the sun help prevent illness and disease. L4 – Explain how self-respect includes respecting privacy, understanding body boundaries and seeking help from trusted adults when feeling unsafe. L5 – Explain how regular exercise improves physical, mental and social fitness and identify the risks associated with inactivity, including obesity. L6 – Explain how to recognise hazards, assess risks and apply the Water Safety Code to keep themselves and others safe.	L2 – Evaluate how balancing achievement, rest, relationships, hobbies, nature and screen time supports long-term mental wellbeing and prevents unhealthy dopamine-seeking habits. L3 – Evaluate how preventative health choices, including oral hygiene, handwashing, sun safety and recognising early signs of illness, protect lifelong health. L4 – Evaluate why self-respect, privacy, healthy boundaries and safeguarding knowledge help protect ourselves and others from harm. L5 – Evaluate the long-term physical and mental benefits of an active lifestyle and justify why regular exercise is essential for lifelong wellbeing. L6 – Evaluate how recognising hazards, making informed decisions and consistently applying the Water Safety Code reduces risk and protects lives.
Vocabulary	self-esteem, talents, balance, being, wellbeing, oral hygiene, germs, privacy, boundaries, exercise, obesity, hazards, risks, Water Safety Code	Y3+ confidence, resilience, self-awareness, prevention, bacteria, viruses, safeguarding, responsibility, active lifestyle, risk assessment, wellbeing, moderation
Experiences	Create a "Remarkably You" display celebrating personal strengths, talents and qualities before reflecting on how everyone contributes differently to the school community. Complete a weekly "Doing and Being" diary, comparing active time, screen time, hobbies, family time and quiet reflection before discussing how balance supports mental fitness. Investigate how germs spread using a practical handwashing experiment before practising correct handwashing, discussing oral hygiene, sun safety and creating healthy habit posters. Explore body safety scenarios, discuss privacy rules, identify trusted adults and role-play how to respond if a situation feels unsafe. Design a personal activity plan showing how regular movement, exercise and outdoor play improve physical and mental wellbeing while reducing the risks associated with inactivity. Carry out a simple school risk assessment, identify common hazards and learn the Water Safety Code through practical scenarios and group discussions.	
SMSC	Spiritual – Reflecting on our unique talents, recognising our self-worth and understanding how balance helps us become the best version of ourselves. Moral – Understanding that looking after our health, respecting privacy and making safe decisions are personal responsibilities that protect ourselves and others. Social – Developing healthy relationships by respecting boundaries, encouraging one another and working together to keep everyone safe. Cultural – Appreciating that everyone has different talents, experiences and backgrounds which enrich our community and deserve to be valued.	
British Values	Individual Liberty – Developing confidence to make healthy choices, respect personal boundaries and seek help when needed. Mutual Respect – Valuing ourselves and others by recognising strengths, respecting privacy and celebrating differences. Rule of Law – Understanding that safety rules, safeguarding procedures and the Water Safety Code exist to protect everyone from harm.	
School Values	We are happy – Recognising our strengths, valuing ourselves and maintaining a healthy balance between activity and rest. We are safe – Looking after our health, respecting privacy, recognising hazards and applying the Water Safety Code to keep ourselves and others safe. We enjoy a challenge – Developing confidence by trying new experiences, building healthy habits and learning from challenges. We celebrate diversity – Appreciating that everyone has different talents, strengths and experiences that make our community stronger. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others. We are ready and fit for our future – Developing lifelong habits of self-care, healthy living, personal responsibility and risk awareness that prepare us to live our one life well.	

UKS2	Self-Awareness, Families, Friends and Healthy Eating	
	Year 5	Year 6
	L1 – Self-Awareness: We are unique human BEINGS – developing self-esteem and becoming the best version of ourselves. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts and embracing our uniqueness. L3 – Self-Awareness: We are not our thoughts and feelings – managing our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building truthful, kind, welcoming and supportive friendships. L6 – Healthy Eating: Feeding our minds and bodies well through healthy nutrition and making positive food choices.	L1 – Self-Awareness: We are unique human BEINGS – developing self-esteem and becoming the best version of ourselves. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts and embracing our uniqueness. L3 – Self-Awareness: We are not our thoughts and feelings – managing our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building truthful, kind, welcoming and supportive friendships. L6 – Healthy Eating: Feeding our minds and bodies well through healthy nutrition and making positive food choices.
Key Concepts to assess	L1 – Explain how developing positive self-esteem and living authentically helps us become the best version of ourselves. L2 – Recognise helpful and unhelpful thoughts and explain how managing them supports positive mental fitness. L3 – Explain that thoughts and feelings do not define who we are and apply strategies to strengthen the inner cheerleader and manage the inner critic. L4 – Explain how families provide love, care, security and stability, recognising that all families are different. L5 – Explain how honesty, kindness, empathy and inclusion build healthy friendships and support emotional wellbeing. L6 – Explain how healthy nutrition fuels both the body and the mind and identify foods that should be eaten regularly and those that should be limited.	L1 – Evaluate how self-awareness, personal values and authenticity contribute to lifelong wellbeing, resilience and positive relationships. L2 – Apply strategies to challenge unhelpful thinking patterns, develop emotional resilience and make positive choices during difficult situations. L3 – Evaluate how effectively managing thoughts, emotions and self-talk supports mental fitness, confidence and decision-making. L4 – Explain how healthy family relationships contribute to emotional security and identify strategies for maintaining positive relationships through change and challenge. L5 – Evaluate the qualities of healthy friendships, recognising the importance of trust, respect, honesty, empathy and healthy boundaries. L6 – Evaluate how long-term healthy eating habits influence physical health, mental wellbeing, concentration, energy and future health outcomes.
Vocabulary	self-esteem, authentic, acceptance, unique, helpful thoughts, unhelpful thoughts, inner cheerleader, inner critic, family, security, stability, friendship, welcoming, nutrition, consume	Y5+ resilience, self-worth, emotional regulation, mindset, wellbeing, empathy, healthy boundaries, balanced nutrition, processed foods, moderation, lifestyle, decision-making
Experiences	Create a "Human BEING" profile identifying personal strengths, values and aspirations. Complete a personal values activity exploring what it means to live authentically. Analyse scenarios involving helpful and unhelpful thoughts and develop practical strategies to strengthen the inner cheerleader. Reflect on the song lyrics used within the One Life programme and discuss how managing thoughts and emotions helps people "live their one life well." Explore different family structures and discuss how families provide love, care, protection and stability. Role-play friendship scenarios involving trust, honesty, inclusion and supporting someone who feels isolated. Investigate food labels, comparing foods that nourish the body and mind with foods that should be limited, before designing a balanced weekly meal plan.	
SMSC	Spiritual – Reflecting on identity, purpose, personal values and recognising that every person has unique strengths and potential. Moral – Exploring how honesty, integrity, healthy choices and self-discipline enable us to become the best version of ourselves. Social – Developing positive relationships by building trust, empathy, resilience and supportive friendships while recognising the importance of family. Cultural – Appreciating the diversity of families, cultures and life experiences while recognising that everyone has equal value and deserves respect.	

British Values	Individual Liberty – Developing confidence to live authentically, make informed choices and take responsibility for personal wellbeing. Mutual Respect – Respecting ourselves and others by valuing individuality, showing empathy and building positive relationships. Tolerance of Those with Different Faiths and Beliefs – Recognising and respecting the diversity of families, beliefs and lifestyles within modern Britain and understanding that everyone deserves inclusion and dignity.
School Values	We are happy – Building self-esteem, celebrating our uniqueness and developing positive relationships that help us flourish. We are safe – Understanding that healthy relationships, trusted adults and positive lifestyle choices support our physical and emotional wellbeing. We enjoy a challenge – Challenging unhelpful thoughts, developing resilience and making positive choices even when life feels difficult. We celebrate diversity – Valuing the uniqueness of every individual and recognising that different families, experiences and perspectives strengthen our community. We show respect – Demonstrating honesty, empathy, kindness and respect towards ourselves and others in every relationship. We are ready and fit for our future – Developing strong mental fitness, emotional resilience, healthy habits and positive relationships so that we are equipped to live our one life well.

Autumn 2		
UKS2	Response System, Our Bodies and Being Safe	
	Year 5	Year 6
	L1 – Response System: Understanding how our mind protects us and learning to respond rather than react. L2 – Response System: Thoughts, feelings and choices – recognising when our emotions can fool us. L3 – Response System: Regulating our nervous system through self-awareness and breathwork. L4 – Respectful Relationships: Respect, free will, boundaries and making positive choices. L5 – My Body: Self-love, self-care and respecting our one body. L6 – Being Safe: The BOSS approach (Boundaries, Object, Speak Up, Share), consent and staying safe.	L1 – Response System: Understanding how our mind protects us and learning to respond rather than react. L2 – Response System: Thoughts, feelings and choices – recognising when our emotions can fool us. L3 – Response System: Regulating our nervous system through self-awareness and breathwork. L4 – Respectful Relationships: Respect, free will, boundaries and making positive choices. L5 – My Body: Self-love, self-care and respecting our one body. L6 – Being Safe: The BOSS approach (Boundaries, Object, Speak Up, Share), consent and staying safe.
Key Concepts to assess	L1 – Explain that every situation creates a thought, which creates an emotion, a body sensation and an urge to react, and describe how self-awareness helps us choose to respond instead. L2 – Explain that thoughts and feelings can sometimes fool us and identify strategies to pause before making decisions. L3 – Demonstrate how breathwork and self-awareness regulate the nervous system and support positive emotional responses. L4 – Explain how respect, free will and healthy boundaries contribute to safe, respectful relationships.	L1 – Evaluate how understanding the response system enables us to judge whether our emotions and behaviours are appropriate and proportionate in different situations. L2 – Analyse how thoughts, emotions, body sensations and urges influence behaviour and apply strategies to interrupt unhelpful thinking patterns. L3 – Independently apply emotional regulation strategies to maintain calm, make reasoned decisions and respond effectively under pressure. L4 – Evaluate how respect, personal responsibility, healthy boundaries and free will contribute to positive relationships and responsible citizenship.

	L5 – Explain why self-love, self-care and respecting our bodies support lifelong physical and emotional wellbeing. L6 – Explain how the BOSS approach (Boundaries, Object, Speak Up, Share) and understanding consent help keep people safe.	L5 – Evaluate how self-care, self-respect and healthy lifestyle choices contribute to long-term physical, emotional and mental wellbeing. L6 – Evaluate how using the BOSS approach, understanding consent and communicating assertively protect wellbeing and enable safe, respectful relationships throughout life.
Vocabulary	response system, thoughts, emotions, body sensations, react, respond, regulate, nervous system, respect, free will, boundaries, self-care, self-love, consent, BOSS	proportionate, self-awareness, emotional regulation, resilience, assertive, accountability, integrity, autonomy, communication, personal responsibility, wellbeing, self-control
Experiences	Map the One Life Response System, showing how thoughts create emotions, body sensations and urges before choosing a response. Analyse real-life scenarios where emotions may "fool us" and identify strategies to pause and respond wisely. Practise breathwork and regulation techniques before reflecting on how they influence emotional control and decision-making. Create a class guide explaining how respect, free will and healthy boundaries strengthen relationships. Complete a self-care audit and develop a personalised wellbeing plan for looking after body and mind. Use role-play scenarios to apply the BOSS approach (Boundaries, Object, Speak Up, Share), practise giving and refusing consent appropriately and identify trusted adults who can provide support.	
SMSC	Spiritual – Reflecting on how our thoughts, emotions and choices shape who we become and recognising our responsibility to live our one life well. Moral – Exploring how self-control, integrity, respect, responsibility and healthy choices help us make wise decisions and positively influence others. Social – Developing mature relationships through empathy, respectful communication, healthy boundaries and positive conflict resolution. Cultural – Appreciating the diversity of people, experiences and beliefs while recognising that everyone has the right to feel respected, safe and valued.	
British Values	Individual Liberty – Developing the confidence to make informed choices, regulate emotions, exercise free will responsibly and maintain personal boundaries. Mutual Respect – Demonstrating respect through empathy, integrity, active listening and valuing the rights, beliefs and feelings of others. Rule of Law – Understanding that rules, consent and healthy boundaries protect individuals, promote fairness and help everyone feel safe within society.	
School Values	We are happy – Developing emotional awareness and healthy relationships that help us enjoy living our one life well. We are safe – Using self-awareness, the BOSS approach, consent and healthy boundaries to protect ourselves and others. We enjoy a challenge – Strengthening resilience by regulating emotions, managing difficult situations and choosing thoughtful responses over reactions. We celebrate diversity – Appreciating that every individual is unique and recognising that different perspectives and experiences strengthen our community. We show respect – Demonstrating integrity, empathy, kindness and respect through our choices, communication and relationships. We are ready and fit for our future – Developing emotional intelligence, personal responsibility, healthy relationships and safety skills that prepare us to make wise decisions throughout life.	

Spring 1		
UKS2	Bouncing Back Mentally, Socially and Physically	
	Year 5	Year 6
	L1 – Mental Fitness: Bouncing Back – Developing resilience by learning from life's challenges and accepting that setbacks help us grow. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing big emotions through our response system.	L1 – Mental Fitness: Bouncing Back – Developing resilience by learning from life's challenges and accepting that setbacks help us grow. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing big emotions through our response system.

	L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy conflict resolution and using the ADAPT approach. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, peer pressure and becoming an upstander. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen our physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.	L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy conflict resolution and using the ADAPT approach. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, peer pressure and becoming an upstander. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen our physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.
Key Concepts to assess	L1 – Explain that resilience is developed through facing challenges, learning from mistakes and adapting positively to setbacks. L2 – Explain how noticing and accepting emotions before responding strengthens emotional regulation and mental fitness. L3 – Explain how the ADAPT conflict resolution process strengthens friendships through empathy, forgiveness and compromise. L4 – Explain the characteristics of bullying, recognise the role of an upstander and describe strategies to resist peer pressure and seek support. L5 – Explain how consistent self-care habits, including sleep, exercise, nutrition, hygiene and rest, improve resilience and overall wellbeing. L6 – Explain how mental, social and physical fitness work together to help people bounce back and thrive throughout life.	L1 – Evaluate how psychological flexibility, resilience and reflective thinking enable people to respond positively to life's inevitable challenges. L2 – Analyse how recognising, accepting and regulating emotions supports wise decision-making, emotional wellbeing and long-term resilience. L3 – Evaluate how forgiveness, empathy, compromise and restorative conversations repair relationships and strengthen communities. L4 – Evaluate the long-term impact of bullying on individuals and communities, justify the responsibilities of an upstander and explain how positive leadership influences others. L5 – Evaluate how preventative self-care habits reduce health risks, strengthen resilience and contribute to lifelong physical, mental and emotional wellbeing. L6 – Evaluate how developing mental, social and physical fitness equips people to navigate future challenges, maintain healthy relationships and live their one life well.
Vocabulary	resilience, bounce back, notice, accept, emotions, flexibility, forgiveness, ADAPT, bullying, bystander, upstander, peer pressure, self-care, wellbeing	Y5+ psychological flexibility, emotional regulation, restorative, resilience, accountability, perseverance, prevention, self-reflection, adaptation, compassion, influence, wellbeing
Experiences	Read After the Fall and identify how the character demonstrates resilience, linking the story to personal experiences of bouncing back. Use the Notice–Accept approach to reflect on challenging emotions before choosing a positive response. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Analyse bullying case studies, identifying the three characteristics of bullying (intentional, repetitive and power imbalance) before discussing how to be an effective upstander. Complete a SELF-CARE audit using the One Life acronym (Sleep, Eat well, Live in the present, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise) and create a personal wellbeing action plan. Reflect on the three areas of One Life—mental, social and physical fitness—and set personal goals using the One Life traffic lights.	
SMSC	Spiritual – Reflecting on how resilience, forgiveness and self-awareness help us grow through life's challenges and become the best version of ourselves. Moral – Exploring how integrity, courage, compassion and responsibility influence our decisions, relationships and responses to adversity. Social – Developing healthy relationships through empathy, restorative conversations, effective conflict resolution and standing up against bullying. Cultural – Appreciating that people experience challenges differently and recognising the importance of inclusion, kindness and respect within diverse communities.	
British Values	Individual Liberty – Developing the confidence to make informed choices, regulate emotions, resist negative peer pressure and seek support when needed. Mutual Respect – Demonstrating empathy, forgiveness and respect during conflict while valuing the experiences and perspectives of others. Rule of Law – Understanding that bullying is unacceptable, recognising that rules and laws protect people from harm and promote safe, respectful communities.	

School Values	We are happy – Developing resilience and recognising that challenges help us grow into stronger, more confident people. We are safe – Understanding how healthy relationships, trusted adults, anti-bullying strategies and self-care protect our physical and emotional wellbeing. We enjoy a challenge – Building resilience by embracing setbacks, learning from mistakes and adapting positively to change. We celebrate diversity – Appreciating that everyone experiences life's challenges differently and recognising the importance of kindness, inclusion and compassion. We show respect – Demonstrating empathy, forgiveness, integrity and courage by resolving conflict peacefully and standing up for others. We are ready and fit for our future – Developing resilience, emotional intelligence, healthy habits and positive relationships that prepare us to thrive through life's opportunities and challenges.
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Spring 2		
UKS2	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 5	Year 6
	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Understanding sympathy, empathy and using the SENSES model. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect and recognising that we are remembered for how we make people feel. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes, prejudice and bias by becoming an upstander. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness.	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Understanding sympathy, empathy and using the SENSES model. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect and recognising that we are remembered for how we make people feel. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes, prejudice and bias by becoming an upstander. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness.
Key Concepts to assess	L1 – Explain that self-compassion means responding to ourselves with kindness after mistakes and using compassionate self-talk to strengthen mental fitness. L2 – Explain the difference between sympathy and empathy and demonstrate how the SENSES model helps us respond compassionately to others. L3 – Explain how compassionate words, actions and choices create a positive ripple effect and influence how others remember us. L4 – Explain what stereotypes, prejudice and bias are, describe how they damage relationships and explain how being an upstander promotes inclusion. L5 – Explain how to respond appropriately in an emergency, make an effective emergency call and apply the LIONEL approach safely. L6 – Explain how compassion supports mental fitness, healthy relationships and responsible citizenship.	L1 – Evaluate how self-compassion reduces self-criticism, strengthens resilience and promotes long-term emotional wellbeing. L2 – Evaluate how empathy, sympathy and the SENSES model enable compassionate leadership, restorative relationships and positive communities. L3 – Analyse how individual acts of compassion influence others, shape communities and leave a lasting legacy through the ripple effect. L4 – Evaluate how stereotypes, prejudice and unconscious bias contribute to discrimination and explain how actively challenging them promotes equality and social justice. L5 – Evaluate how calm decision-making, emergency procedures and the LIONEL approach improve outcomes and protect life during emergencies. L6 – Evaluate how practising compassion in everyday life prepares us to become responsible, resilient and caring citizens who positively influence others.

Vocabulary	compassion, self-compassion, self-talk, sympathy, empathy, SENSES, ripple effect, stereotype, prejudice, bias, upstander, emergency, hazard, LIONEL	Y5+ discrimination, unconscious bias, inclusion, equality, restorative, community, compassionate leadership, emergency services, first aid, responsibility, influence, legacy
Experiences	Create a self-compassion journal by rewriting self-critical thoughts into compassionate self-talk using the One Life shared language. Role-play scenarios demonstrating the difference between sympathy and empathy before applying the SENSES model (Sensitive, Empathy, Non-judgemental, Sympathy, Extra Care and Supportive) to support someone experiencing difficulty. Investigate the ripple effect by analysing how one compassionate action can influence a family, school and community before creating a class kindness campaign around the message, "People remember how you made them feel." Analyse case studies involving stereotypes, prejudice and bias before discussing how an upstander challenges discrimination respectfully and promotes inclusion. Role-play making a 999 emergency call and apply the LIONEL approach in realistic emergency scenarios, identifying hazards and discussing when adult support is required. Complete a One Life reflection using the traffic-light system to evaluate personal growth in mental, social and physical fitness and set compassionate goals for the future.	
SMSC	Spiritual – Reflecting on how compassion, empathy and positive self-talk strengthen character and help us become the best version of ourselves. Moral – Exploring how compassion, fairness, courage and responsibility influence ethical choices and encourage us to challenge prejudice and discrimination. Social – Developing healthy relationships through empathy, restorative conversations, inclusive behaviour, positive leadership and responding appropriately in emergencies. Cultural – Celebrating diversity by recognising the value of different backgrounds, cultures and beliefs while challenging stereotypes, prejudice and bias.	
British Values	Individual Liberty – Developing confidence to make compassionate choices, challenge discrimination respectfully and respond responsibly during emergencies. Mutual Respect – Demonstrating empathy, compassion and fairness while valuing the dignity, rights and perspectives of every individual. Rule of Law – Understanding how emergency services, laws and equality legislation protect individuals from harm, discrimination and unfair treatment.	
School Values	We are happy – Using compassion, empathy and positive self-talk to build wellbeing and strengthen our relationships with others. We are safe – Knowing how to respond confidently in emergencies, recognise hazards and seek appropriate help when needed. We enjoy a challenge – Challenging stereotypes, prejudice and bias while choosing compassion and courage in difficult situations. We celebrate diversity – Recognising that everyone is unique, valuing different backgrounds and actively promoting equality, inclusion and belonging. We show respect – Demonstrating empathy, compassion, fairness and integrity through our words, actions and relationships. We are ready and fit for our future – Developing compassion, resilience, leadership, emergency awareness and inclusive attitudes that prepare us to become responsible citizens who make a positive difference in the world.	

Summer 1		
UKS2	Power of Now, Respectful Relationships and Being Safe	
	Year 5	Year 6
	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding the brain, stress and how breath work helps us respond wisely. L3 – Social Fitness: Respectful Relationships – Respecting boundaries, rules, responsibilities and using our free will wisely.	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding the brain, stress and how breath work helps us respond wisely. L3 – Social Fitness: Respectful Relationships – Respecting boundaries, rules, responsibilities and using our free will wisely.

	L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and maintaining healthy online boundaries. L5 – Social Fitness: Being Safe – Recognising online abuse, trolling, bullying and harassment and knowing how to respond safely. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding dopamine, addiction and making healthy choices.	L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and maintaining healthy online boundaries. L5 – Social Fitness: Being Safe – Recognising online abuse, trolling, bullying and harassment and knowing how to respond safely. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding dopamine, addiction and making healthy choices.
Key Concepts to assess	L1 – Explain that developing the power of now helps us manage distractions, remain present and become the best version of ourselves. L2 – Explain the role of the prefrontal cortex and describe how breath work helps us regulate our response system during times of stress. L3 – Explain how free will, personal responsibility, boundaries and rules help build and maintain respectful relationships. L4 – Explain practical ways to maintain respectful digital relationships and describe why healthy online boundaries protect our wellbeing. L5 – Explain the difference between online abuse, trolling, bullying and harassment and describe strategies for staying safe and seeking support. L6 – Explain how dopamine works within the brain and describe how unhealthy dopamine-seeking behaviours can contribute to addiction.	L1 – Evaluate how strengthening the power of now improves emotional regulation, concentration, resilience and decision-making during challenging situations. L2 – Analyse how the prefrontal cortex supports thoughtful decision-making and evaluate how breath work strengthens self-control when the body is under stress. L3 – Evaluate how exercising free will responsibly, respecting boundaries and accepting personal responsibility strengthens healthy relationships and communities. L4 – Evaluate how positive digital citizenship, respectful communication and strong online boundaries create safer, healthier online communities. L5 – Evaluate the impact of online abuse, trolling, harassment and cyberbullying on mental wellbeing and justify strategies that protect individuals online. L6 – Evaluate how dopamine influences behaviour, explain how addiction develops and justify healthy lifestyle choices that protect long-term physical and mental wellbeing.
Vocabulary	power of now, mindfulness, present, prefrontal cortex, free will, boundaries, responsibility, respect, dopamine, addiction, trolling, harassment	Y5+ self-regulation, emotional regulation, impulsive, resilience, digital citizenship, digital footprint, autonomy, wellbeing, dependency, neurotransmitter, moderation, self-control
Experiences	Complete a "Power of Now" reflection by identifying thoughts about the past and future that distract us before practising mindfulness techniques to return attention to the present. Explore a simple model of the brain, identifying the role of the prefrontal cortex, before practising breath work to regulate emotions during stressful situations. Create a respectful relationships charter exploring how free will, personal responsibility, rules and healthy boundaries strengthen friendships and family relationships. Analyse digital communication scenarios and develop a class guide to maintaining respectful online relationships, protecting privacy and setting healthy digital boundaries. Investigate real-life examples of cyberbullying, trolling, harassment and online abuse before creating an online safety campaign promoting reporting, support and respectful digital behaviour. Sort healthy and unhealthy dopamine behaviours before creating a balanced wellbeing plan that promotes exercise, sleep, hobbies, friendships and healthy technology use.	
SMSC	Spiritual – Reflecting on how living in the present, understanding ourselves and making intentional choices helps us become the best version of ourselves. Moral – Exploring how responsibility, integrity, respect and self-control guide ethical decision-making both online and offline. Social – Developing respectful relationships through healthy communication, responsible digital behaviour, strong boundaries and positive decision-making. Cultural – Appreciating the diversity of people, beliefs and perspectives while recognising our shared responsibility to create safe, respectful communities both online and offline.	
British Values	Individual Liberty – Developing confidence to exercise free will responsibly, make informed choices and protect personal wellbeing online and offline. Mutual Respect – Demonstrating empathy, respect and responsible communication while valuing the rights, privacy and opinions of others. Rule of Law – Understanding that school rules, online safety guidance and national laws help protect individuals from abuse, harassment and harmful behaviours.	
School Values	We are happy – Developing mindfulness and emotional awareness that help us enjoy the present and build positive relationships.	

	We are safe – Understanding online risks, protecting personal information, recognising harmful online behaviour and making healthy choices for body and mind. We enjoy a challenge – Strengthening resilience and self-control by using the power of now when faced with stress or difficult decisions. We celebrate diversity – Respecting different opinions, beliefs and backgrounds while creating inclusive and supportive relationships in person and online. We show respect – Demonstrating integrity, responsibility, kindness and respect through our communication, choices and behaviour. We are ready and fit for our future – Developing emotional regulation, digital citizenship, healthy habits and responsible decision-making that prepare us to thrive in secondary school and beyond.
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Summer 2		
UKS2	Balancing Doing & Being, Being Safe and Healthy	
	Year 5	Year 6
	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem, accepting our strengths and weaknesses and developing resilience. L2 – Mental Fitness: Balancing Doing and Being – Understanding how balancing doing and being protects our brains and reduces unhealthy dopamine habits. L3 – Physical Fitness: Health Prevention – Preventing illness through oral hygiene, healthy nutrition and reducing free sugars. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and healthy personal boundaries. L5 – Physical Fitness: Exercise – Understanding the importance of vigorous physical activity and the risks associated with inactivity. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code.	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem, accepting our strengths and weaknesses and developing resilience. L2 – Mental Fitness: Balancing Doing and Being – Understanding how balancing doing and being protects our brains and reduces unhealthy dopamine habits. L3 – Physical Fitness: Health Prevention – Preventing illness through oral hygiene, healthy nutrition and reducing free sugars. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and healthy personal boundaries. L5 – Physical Fitness: Exercise – Understanding the importance of vigorous physical activity and the risks associated with inactivity. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code.
Key Concepts to assess	L1 – Explain that everyone has unique strengths and weaknesses and that accepting both develops healthy self-esteem, resilience and mental fitness. L2 – Explain why balancing doing with time to simply be supports brain health, emotional wellbeing and reduces unhealthy dopamine-seeking behaviours. L3 – Explain how oral hygiene, limiting free sugars, healthy nutrition and personal hygiene prevent illness and protect long-term health. L4 – Explain how self-respect includes privacy, healthy boundaries, consent and recognising when to seek support from trusted adults. L5 – Explain how vigorous physical activity improves physical and mental wellbeing and identify the risks associated with inactivity, including obesity. L6 – Explain how recognising hazards, assessing risks and following the Water Safety Code helps keep themselves and others safe.	L1 – Evaluate how accepting both strengths and weaknesses builds resilience, confidence, humility and a growth mindset while recognising that success often requires doing difficult things. L2 – Evaluate how balancing achievement, rest, relationships, screen time and healthy dopamine habits supports lifelong mental wellbeing and emotional regulation. L3 – Evaluate how preventative health choices, including oral hygiene, reducing free sugars, healthy nutrition and personal responsibility, reduce the risk of disease and improve lifelong wellbeing. L4 – Evaluate how self-respect, privacy, healthy boundaries and safeguarding knowledge empower individuals to make safe choices and protect themselves and others. L5 – Evaluate the long-term physical, emotional and mental benefits of vigorous exercise and justify why an active lifestyle is essential for lifelong health. L6 – Evaluate how identifying hazards, assessing risks and consistently applying the Water Safety Code enables responsible decision-making and helps prevent serious accidents.

Vocabulary	self-esteem, strengths, weaknesses, balance, doing, being, dopamine, oral hygiene, bacteria, free sugars, privacy, boundaries, vigorous exercise, obesity, hazards, Water Safety Code	Y5+ growth mindset, resilience, moderation, prevention, safeguarding, consent, responsibility, active lifestyle, risk assessment, wellbeing, accountability, self-awareness
Experiences	Complete a Strengths and Weaknesses Reflection, identifying personal talents alongside areas for development before discussing how accepting both builds resilience and confidence. Create a weekly Doing and Being Balance Audit, comparing study, exercise, screen time, hobbies, rest and family time before identifying healthy changes that improve wellbeing. Investigate the effects of free sugars on oral health by analysing food labels, discussing tooth decay and designing a healthy meal plan that supports lifelong health. Explore safeguarding scenarios involving privacy, consent and healthy boundaries before role-playing how to seek support from trusted adults. Design and complete a vigorous exercise circuit, monitoring heart rate before discussing the physical and mental benefits of regular activity and the risks associated with inactivity. Carry out a practical school risk assessment before applying the Water Safety Code to real-life scenarios and creating a water safety awareness campaign.	
SMSC	Spiritual – Reflecting on our unique strengths, accepting our weaknesses and understanding how balance helps us become the best version of ourselves. Moral – Understanding that caring for our health, respecting boundaries and making safe, responsible choices demonstrate integrity and personal responsibility. Social – Developing respectful relationships through healthy boundaries, teamwork, active lifestyles and shared responsibility for keeping one another safe. Cultural – Appreciating that everyone has different strengths, experiences and backgrounds which enrich our communities and deserve to be respected.	
British Values	Individual Liberty – Developing confidence to make informed, healthy choices while respecting personal boundaries and taking responsibility for our wellbeing. Mutual Respect – Valuing ourselves and others by respecting privacy, recognising individual strengths and encouraging healthy, supportive relationships. Rule of Law – Understanding that safeguarding procedures, health guidance and the Water Safety Code exist to protect everyone from harm.	
School Values	We are happy – Recognising our strengths, accepting our weaknesses and maintaining a healthy balance that supports lifelong wellbeing. We are safe – Protecting our health through healthy choices, respecting privacy, recognising hazards and applying the Water Safety Code. We enjoy a challenge – Accepting that growth comes from doing difficult things, developing resilience and building healthy habits. We celebrate diversity – Appreciating that everyone has different talents, strengths and experiences that make our communities stronger. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others through our words and actions. We are ready and fit for our future – Developing resilience, healthy lifestyle habits, safeguarding awareness and responsible decision-making that prepare us to thrive in secondary school and throughout adult life.	



Medium Term Cycle B

Autumn 1		
KS1	Self-Awareness, Families, Friends and Healthy Eating	
	Year 1	Year 2
	L1 – Self-Awareness: We are all unique and different. L2 – Self-Awareness: We are born to shine and should celebrate who we are. L3 – Self-Awareness: We are not our thoughts and feelings – understanding our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and protection. L5 – Caring Friendships: Building kind, welcoming and secure friendships. L6 – Healthy Eating: Healthy and unhealthy foods, nutrition and limiting sugar.	L1 – Self-Awareness: We are all unique and different. L2 – Self-Awareness: We are born to shine and should celebrate who we are. L3 – Self-Awareness: We are not our thoughts and feelings – understanding our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and protection. L5 – Caring Friendships: Building kind, welcoming and secure friendships. L6 – Healthy Eating: Healthy and unhealthy foods, nutrition and limiting sugar.
Key Concepts to assess	L1 – Know that everyone is unique and has their own strengths and qualities. L2 – Know that thoughts and feelings change and that positive self-talk helps us feel confident. L3 – Know that everyone has negative thoughts sometimes and can choose to listen to positive thoughts instead. L4 – Know that families may look different but all provide love, care and protection. L5 – Know that friendships are important and that kindness, sharing and welcoming others help friendships grow. L6 – Know that healthy food helps our bodies and minds grow strong.	L1 – Explain why every person is unique and should value and celebrate their own qualities and those of others. L2 – Explain how accepting ourselves helps build confidence, self-esteem and positive mental wellbeing. L3 – Recognise positive and negative thoughts and explain how choosing to listen to our inner cheerleader supports healthy decision-making. L4 – Explain that all families provide love, care, security and protection, even though families may be different. L5 – Explain the characteristics of healthy friendships, including trust, kindness, honesty, inclusion and making others feel secure. L6 – Explain the difference between healthy and unhealthy foods, describe why too much sugar can be harmful and make balanced food choices.
Vocabulary	unique, different, self-awareness, feelings, thoughts, inner cheerleader, inner critic, family, love, care, protection, friend, kindness, welcoming, healthy, food, nutrition	acceptance, self-esteem, confidence, wellbeing, positive self-talk, secure, trust, honesty, balanced diet, nutrition, consume, sugar, choices, encouragement
Experiences	Create a "Born to Shine" display celebrating individual strengths and talents. Complete a self-portrait showing what makes each child unique. Design and label an Inner Cheerleader and Inner Critic character and role-play positive self-talk. Draw and compare different family structures, identifying the love and care within each. Work together to solve friendship scenarios using kindness, inclusion and respectful communication. Investigate food packaging to identify healthy choices and sugar content before designing a balanced lunchbox.	
SMSC	Spiritual – Reflecting on self-worth, recognising our uniqueness and understanding that everyone has value. Moral – Understanding how positive choices, kindness, honesty and healthy habits help ourselves and others flourish. Social – Developing healthy friendships, valuing family relationships and learning to work cooperatively with others. Cultural – Recognising and celebrating the diversity of families, backgrounds and individual differences within our community and wider society.	
British Values	Individual Liberty – Developing confidence to be ourselves, make positive choices and take responsibility for our wellbeing. Mutual Respect – Respecting differences in families, appearances, personalities and opinions while valuing everyone equally. Tolerance of Those with Different Faiths and Beliefs – Understanding that families, beliefs and lifestyles may differ and that everyone deserves kindness, dignity and inclusion.	
School Values	We are happy – Celebrating who we are and recognising that healthy friendships and positive self-talk help us flourish. We are safe – Understanding that trusted adults, loving families and healthy choices support our physical and emotional wellbeing.	

	We enjoy a challenge – Challenging negative thoughts, building resilience and making positive choices even when things feel difficult. We celebrate diversity – Appreciating that everyone is unique and that every family is different but equally important. We show respect – Demonstrating kindness, honesty, inclusion and respect towards ourselves and others in all relationships. We are ready and fit for our future – Developing healthy habits, confidence, resilience and positive relationships that prepare us for lifelong physical, social and mental wellbeing.
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Autumn 2		
KS1	Response System, Our Bodies and Being Safe	
	Year 1	Year 2
	L1 – Response System: Understanding our inner cheerleader, inner critic and emotions. L2 – Response System: Responding instead of reacting and recognising that emotions are energy in motion. L3 – Response System: Calming our nervous system through breathing and making positive choices. L4 – Respectful Relationships: Showing good manners and respect in everyday life. L5 – My Body: Self-care, self-love and respecting our one body. L6 – Being Safe: Understanding boundaries, safe touch and consent.	L1 – Response System: Understanding our inner cheerleader, inner critic and emotions. L2 – Response System: Responding instead of reacting and recognising that emotions are energy in motion. L3 – Response System: Calming our nervous system through breathing and making positive choices. L4 – Respectful Relationships: Showing good manners and respect in everyday life. L5 – My Body: Self-care, self-love and respecting our one body. L6 – Being Safe: Understanding boundaries, safe touch and consent.
Key Concepts to assess	L1 – Know that everyone has thoughts and feelings and that they influence how we behave. L2 – Know that all emotions are okay and that we should try to respond calmly instead of reacting. L3 – Know that breathing can help calm our bodies and minds when we experience big feelings. L4 – Know simple ways to show respect through kind words, good manners and listening to others. L5 – Know that every body is unique and deserves love, care and respect. L6 – Know the difference between safe and unsafe touch, understand simple boundaries and know that they can say "no" and tell a trusted adult.	L1 – Explain that everyone has an inner cheerleader and an inner critic and recognise how both influence thoughts, feelings and behaviour. L2 – Explain that emotions are "energy in motion" and describe how choosing to respond rather than react helps us make better choices. L3 – Demonstrate breathing and calming strategies that regulate the nervous system and support self-control during challenging situations. L4 – Explain how respect is shown through good manners, honesty, kindness, listening and considering the feelings of others. L5 – Explain why self-care, self-love and respecting our bodies contribute to healthy physical and emotional wellbeing. L6 – Explain why personal boundaries and consent keep us safe and confidently identify trusted adults who can help if a boundary is crossed.
Vocabulary	response, react, respond, feelings, emotions, choices, respect, manners, body, self-love, safe touch, boundaries, consent, trusted adult	Y1+ Response system, inner cheerleader, inner critic, nervous system, regulation, energy in motion, self-care, awareness, personal space, privacy, assertive, self-control
Experiences	Identify different emotions using emotion cards and discuss how the inner cheerleader and inner critic might respond. Role-play everyday situations where children practise responding calmly instead of reacting. Practise breathing exercises and use the STOP strategy (Stop, Take a breath, Observe, Proceed) to regulate emotions. Create a class display of respectful behaviours, good manners and acts of kindness. Design a "My Body is a Good Body" poster promoting self-care and healthy habits. Sort scenarios involving safe and unsafe touch, discuss personal boundaries and create a trusted adult hand to identify people who can help.	

SMSC	Spiritual – Reflecting on our thoughts, emotions and self-worth while recognising that every person is unique and valuable. Moral – Understanding how responding thoughtfully, showing respect and caring for ourselves and others helps us make positive choices. Social – Developing respectful relationships through kindness, good manners, active listening and understanding personal boundaries. Cultural – Recognising that people may have different experiences, beliefs and backgrounds while treating everyone with dignity and respect.
British Values	Individual Liberty – Learning to make safe, healthy choices, regulate emotions and understand our right to set personal boundaries. Mutual Respect – Demonstrating respect through kindness, good manners, listening carefully and valuing the feelings and differences of others. Rule of Law – Understanding that rules, boundaries and consent help keep people safe at school, at home and within the wider community.
School Values	We are happy – Understanding our emotions and developing positive relationships that help us enjoy living our one life well. We are safe – Learning how our response system works, respecting boundaries and knowing how to keep ourselves and others safe. We enjoy a challenge – Developing self-control by choosing to respond thoughtfully rather than react during difficult situations. We celebrate diversity – Appreciating that every person and every body is unique and deserves kindness, dignity and respect. We show respect – Demonstrating good manners, honesty, empathy and respect for other people's feelings, boundaries and personal space. We are ready and fit for our future – Developing emotional regulation, self-care, healthy relationships and personal safety skills that prepare us to make wise choices throughout life.

Spring 1		
KS1	Bouncing Back Mentally, Socially and Physically	
	Year 1	Year 2
	L1 – Mental Fitness: Bouncing Back – Learning from mistakes and understanding that life has ups and downs. L2 – Mental Fitness: Bouncing Back – Managing big emotions and learning to respond calmly. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and using the ADAPT conflict resolution steps. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and asking for help. L5 – Physical Fitness: Self-Care – Developing healthy habits that help us bounce back physically and mentally. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.	L1 – Mental Fitness: Bouncing Back – Learning from mistakes and understanding that life has ups and downs. L2 – Mental Fitness: Bouncing Back – Managing big emotions and learning to respond calmly. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, caring friendships and using the ADAPT conflict resolution steps. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and asking for help. L5 – Physical Fitness: Self-Care – Developing healthy habits that help us bounce back physically and mentally. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.
Key Concepts to assess	L1 – Know that everyone makes mistakes and that mistakes help us learn and grow. L2 – Know that life has happy and difficult moments and that big feelings will pass with support. L3 – Know that friendships sometimes have disagreements and that saying sorry and forgiving can help friendships recover.	L1 – Explain that resilience means bouncing back from mistakes and challenges and that mistakes help us become stronger learners. L2 – Explain how recognising emotions and choosing to respond rather than react helps us manage difficult situations positively. L3 – Explain how the ADAPT conflict resolution process helps repair friendships through empathy, compromise and forgiveness.

	L4 – Know that bullying is unkind, that everyone deserves kindness and that trusted adults can help. L5 – Know simple self-care habits, including sleep, healthy food, exercise and hygiene, that help keep us healthy. L6 – Know that looking after our mental, social and physical fitness helps us live our one life well.	L4 – Explain the difference between bullying and unkind behaviour, identify the role of an upstander and explain why telling a trusted adult is important. L5 – Explain how healthy self-care habits, including sleep, healthy eating, exercise, hygiene and rest, help us bounce back physically and emotionally. L6 – Explain how mental, social and physical fitness work together to help us stay healthy, resilient and ready to enjoy our one life.
Vocabulary	mistakes, bounce back, resilience, emotions, friendship, forgiveness, bullying, kindness, upstander, self-care, healthy habits, exercise, sleep, hygiene	Y1+ resilience, flexibility, response, forgiveness, empathy, compromise, ADAPT, bystander, perseverance, wellbeing, prevention, responsibility
Experiences	Read a story about a character overcoming a challenge and discuss how they bounced back after making a mistake. Use simple scenarios to identify big emotions and practise choosing a calm response instead of reacting. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Sort examples of bullying, unkind behaviour and friendship disagreements before discussing how to be an upstander and when to tell a trusted adult. Create a SELF-CARE poster using the One Life acronym (Sleep, Eat well, Live in the present, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise). Complete a class reflection linking mental fitness, social fitness and physical fitness using the One Life traffic lights and identify one healthy goal for each area.	
SMSC	Spiritual – Reflecting on how learning from mistakes, showing forgiveness and developing resilience helps us become the best version of ourselves. Moral – Understanding the importance of kindness, forgiveness, courage and making positive choices when things go wrong. Social – Developing caring friendships by learning to resolve conflict peacefully, support others and stand up against bullying. Cultural – Recognising that everyone experiences challenges differently and appreciating the importance of kindness, inclusion and respect within diverse communities.	
British Values	Individual Liberty – Developing confidence to make positive choices, learn from mistakes and seek help when needed. Mutual Respect – Treating others with kindness, empathy and respect, even when disagreements happen. Rule of Law – Understanding that rules help keep everyone safe and that bullying is never acceptable in school or the wider community.	
School Values	We are happy – Learning that everyone experiences ups and downs and that bouncing back helps us enjoy living our one life well. We are safe – Understanding how trusted adults, healthy friendships and self-care habits help keep us physically and emotionally safe. We enjoy a challenge – Recognising that mistakes and setbacks help us become stronger, more resilient learners. We celebrate diversity – Appreciating that everyone experiences life differently and recognising the importance of supporting one another with kindness and compassion. We show respect – Demonstrating forgiveness, empathy, kindness and respect towards ourselves and others, especially during disagreements. We are ready and fit for our future – Developing resilience, healthy habits and positive relationships that prepare us to face future challenges with confidence and optimism.	

Spring 2		
KS1	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 1	Year 2
	L1 – Mental Fitness: Self-Compassion – Understanding compassion and using our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Learning compassionate phrases and beginning to use the SENSES model. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of kindness and compassion.	L1 – Mental Fitness: Self-Compassion – Understanding compassion and using our inner cheerleader. L2 – Mental Fitness: Compassion for Others – Learning compassionate phrases and beginning to use the SENSES model. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of kindness and compassion.

	L4 – Social Fitness: Compassion in Relationships – Understanding stereotypes and celebrating differences. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and knowing where we live. L6 – Connection Lesson: Reflecting on how compassion helps us live our one life well.	L4 – Social Fitness: Compassion in Relationships – Understanding stereotypes and celebrating differences. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and knowing where we live. L6 – Connection Lesson: Reflecting on how compassion helps us live our one life well.
Key Concepts to assess	L1 – Know that compassion means caring for ourselves and others and that positive self-talk helps us feel confident. L2 – Know simple compassionate words and actions that help others feel cared for. L3 – Know that kind choices have a positive ripple effect on other people. L4 – Know that stereotypes are unfair ideas about people and that everyone should be treated kindly and equally. L5 – Know simple ways to stay safe in an emergency, know how to ask for help and know their home address. L6 – Know that showing compassion helps build happy, healthy and safe communities.	L1 – Explain that self-compassion begins with using our inner cheerleader and treating ourselves with kindness when we make mistakes. L2 – Explain how kind words, empathy and the SENSEES model help us support others who are experiencing difficult feelings. L3 – Explain how compassionate choices create a positive ripple effect within our families, friendships and wider community. L4 – Explain what stereotypes are, describe why they are unfair and explain how celebrating differences helps build respectful relationships. L5 – Explain how to respond calmly in an emergency, begin to make an effective 999 call and confidently identify their home address and trusted adults. L6 – Explain how compassion strengthens our mental, social and physical fitness and helps us live our one life well.
Vocabulary	compassion, kindness, caring, self-talk, inner cheerleader, empathy, sympathy, ripple effect, stereotype, emergency, help, hazard	Y1+ self-compassion, SENSEES, community, inclusion, judgement, emergency services, responsibility, empathy, respectful relationships, positive choices
Experiences	Create an Inner Cheerleader speech bubble with kind phrases children can say to themselves after making a mistake. Role-play everyday situations using compassionate language and begin to apply the SENSEES model to support someone who is upset or worried. Create a ripple-effect display by dropping a pebble into water and discussing how one kind action can spread through a family, class and community. Explore stories that celebrate diversity before discussing stereotypes and creating a class display showing why everyone is unique and valuable. Practise making a pretend 999 emergency call, learning what information to give, when to call for help and confidently saying their home address. Complete a One Life reflection identifying one way to show compassion towards themselves and one way to show compassion towards someone else.	
SMSC	Spiritual – Reflecting on how compassion and positive self-talk help us value ourselves and care for others. Moral – Understanding that our choices affect others and that kindness, fairness and compassion help us make positive decisions. Social – Developing caring relationships by using kind words, helping others, celebrating differences and learning how to respond safely in emergencies. Cultural – Recognising that everyone is unique and deserves kindness, dignity and respect regardless of their background or differences.	
British Values	Individual Liberty – Developing confidence to make kind, safe choices and seek help when needed. Mutual Respect – Treating everyone with kindness, empathy and fairness while appreciating differences. Rule of Law – Understanding that emergency services, school rules and safety rules help keep everyone safe.	
School Values	We are happy – Showing kindness to ourselves and others so everyone feels valued and able to flourish. We are safe – Learning how to respond in an emergency, seek help from trusted adults and make safe choices. We enjoy a challenge – Challenging stereotypes, learning from mistakes and choosing compassion when situations feel difficult. We celebrate diversity – Appreciating that everyone is different, celebrating uniqueness and treating everyone fairly. We show respect – Demonstrating empathy, compassion and kindness through our words, actions and relationships. We are ready and fit for our future – Developing compassion, resilience and emergency awareness that prepare us to become caring, responsible members of our community.	

Summer 1		
KS1	Power of Now, Respectful Relationships and Being Safe	
	Year 1	Year 2
	L1 – Mental Fitness: The Power of Now – Understanding how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Learning what it means to be present and understanding simple facts about the brain. L3 – Social Fitness: Respectful Relationships – Developing good manners, respect and positive relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and understanding online boundaries. L5 – Social Fitness: Being Safe – Recognising cyberbullying and learning how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones and healthy and unhealthy dopamine behaviours.	L1 – Mental Fitness: The Power of Now – Understanding how being present helps us become our best selves. L2 – Mental Fitness: The Power of Now – Learning what it means to be present and understanding simple facts about the brain. L3 – Social Fitness: Respectful Relationships – Developing good manners, respect and positive relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and understanding online boundaries. L5 – Social Fitness: Being Safe – Recognising cyberbullying and learning how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones and healthy and unhealthy dopamine behaviours.
Key Concepts to assess	L1 – Know that being present means focusing on what is happening now and that this helps us learn and enjoy life. L2 – Know that breathing slowly and using our senses can help us feel calm and focused. L3 – Know that respect is shown through kind words, good manners and listening to others. L4 – Know that people should be kind and respectful both online and offline. L5 – Know that people can sometimes be unkind online and that they should tell a trusted adult if this happens. L6 – Know that healthy habits keep our bodies healthy and that medicines should only be given by trusted adults.	L1 – Explain that the power of now helps us focus on the present instead of worrying about the past or future so we can become the best version of ourselves. L2 – Explain that the brain helps us think, learn and make choices, and describe how being present and using breath work helps us stay calm and focused. L3 – Explain how respect is shown through good manners, kindness, listening, honesty and respecting other people's feelings. L4 – Explain practical ways to build respectful relationships online and describe why healthy digital boundaries help keep us safe. L5 – Explain what cyberbullying is, identify safe online behaviours and explain why we should tell a trusted adult if something online worries us. L6 – Explain that hormones help our bodies work, recognise healthy and unhealthy dopamine behaviours and describe healthy ways to help our brains feel good.
Vocabulary	present, breath work, calm, respect, manners, kindness, online, safe, trusted adult, hormones, dopamine, healthy habits	Y1+ power of now, brain, focus, boundaries, responsibility, cyberbullying, privacy, wellbeing, dopamine, hormones, healthy choices, self-control
Experiences	Practise mindful breathing and simple grounding activities using the five senses to experience the Power of Now and improve concentration. Explore a simple diagram of the brain and discuss how our brain helps us think, learn and make good choices before practising calming breath work. Role-play respectful conversations using good manners, kind words, active listening and taking turns before creating a class Respect Charter. Investigate online scenarios and sort them into respectful and disrespectful behaviours before writing class rules for positive digital relationships. Discuss cyberbullying through age-appropriate scenarios and create an online safety poster showing who to tell and how to stay safe online. Sort examples of healthy and unhealthy dopamine behaviours before creating a "Healthy Choices for My Brain and Body" display.	
SMSC	Spiritual – Reflecting on how being present helps us enjoy each day, appreciate ourselves and become the best version of ourselves. Moral – Understanding that respect, kindness, honesty and responsibility help us make good choices both online and offline. Social – Developing respectful relationships by using good manners, listening carefully, showing kindness and behaving responsibly online. Cultural – Appreciating that everyone deserves kindness and respect regardless of their background, beliefs or differences.	

British Values	Individual Liberty – Developing confidence to make safe, healthy and respectful choices both online and offline. Mutual Respect – Showing kindness, courtesy and respect through positive behaviour and thoughtful communication. Rule of Law – Understanding that school rules and online safety rules help keep everyone safe and that cyberbullying is never acceptable.
School Values	We are happy – Learning to enjoy the present moment, build positive relationships and make healthy choices that support our wellbeing. We are safe – Understanding how to stay safe online, recognise cyberbullying and make healthy choices for our bodies and minds. We enjoy a challenge – Developing focus and perseverance by using the power of now when learning or situations become difficult. We celebrate diversity – Respecting everyone's ideas, backgrounds and differences while building inclusive friendships online and offline. We show respect – Demonstrating kindness, honesty, good manners and responsibility in every relationship. We are ready and fit for our future – Developing mindfulness, healthy habits and digital responsibility that prepare us to make safe, positive choices throughout life.

Summer 2		
KS1	Balancing Doing & Being, Being Safe and Healthy	
	Year 1	Year 2
	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and recognising that everyone has different talents. L2 – Mental Fitness: Balancing Doing and Being – Understanding why we need a balance between doing and simply being. L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits and personal hygiene. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body safety. L5 – Physical Fitness: Exercise – Understanding why physical activity is important for our health and wellbeing. L6 – Social Fitness: Personal Safety – Recognising hazards and risks and learning the Water Safety Code.	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem and recognising that everyone has different talents. L2 – Mental Fitness: Balancing Doing and Being – Understanding why we need a balance between doing and simply being. L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits and personal hygiene. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and body safety. L5 – Physical Fitness: Exercise – Understanding why physical activity is important for our health and wellbeing. L6 – Social Fitness: Personal Safety – Recognising hazards and risks and learning the Water Safety Code.
Key Concepts to assess	L1 – Know that everyone has different talents and strengths and that it is important to like ourselves. L2 – Know that our bodies and brains need a balance between being busy and having quiet time to rest. L3 – Know that washing hands, brushing teeth, keeping clean and eating healthily help prevent illness. L4 – Know that some parts of our body are private, that we deserve respect and that we should tell a trusted adult if we ever feel unsafe. L5 – Know that regular physical activity keeps our bodies and minds healthy and strong. L6 – Know that hazards can cause harm and identify simple ways to stay safe around roads, water and other dangers.	L1 – Explain that everyone has different talents and strengths and that recognising our own abilities helps us build positive self-esteem and confidence. L2 – Explain why balancing doing with time to simply be helps our brains and bodies stay healthy, calm and ready to learn. L3 – Explain how handwashing, oral hygiene, healthy eating and keeping our bodies clean help prevent illness and disease. L4 – Explain why self-respect, privacy and body boundaries are important and identify trusted adults who can help if something feels unsafe. L5 – Explain how regular exercise benefits our physical, mental and social fitness and recognise the risks of an inactive lifestyle. L6 – Explain how to recognise hazards, reduce risks and follow the Water Safety Code to help keep themselves and others safe.

Vocabulary	self-esteem, talents, being, balance, germs, hygiene, privacy, exercise, hazards, risks, Water Safety Code, trusted adult	confidence, wellbeing, oral hygiene, bacteria, boundaries, responsibility, active lifestyle, prevention, obesity, risk assessment, resilience, self-care
Experiences	Create a "My Talents" display celebrating individual strengths and discussing how everyone contributes something different to the class community. Complete a simple "Doing and Being" diary, balancing learning, play, exercise, relaxation and family time before discussing why our brains need both activity and rest. Practise effective handwashing using a glitter or UV gel activity, demonstrate correct toothbrushing techniques and create posters promoting healthy habits that prevent illness. Explore body safety scenarios, discuss privacy and body boundaries and identify trusted adults who can help if children feel worried or unsafe. Take part in a range of physical activities before discussing how exercise helps our hearts, muscles, minds and emotions stay healthy and why too little activity can affect our health. Identify hazards around school, complete a simple risk assessment and learn the Water Safety Code through practical role-play and discussion activities.	
SMSC	Spiritual – Reflecting on our unique talents, recognising our self-worth and understanding how balancing activity with rest helps us become the best version of ourselves. Moral – Understanding that looking after our health, respecting privacy and making safe choices are important responsibilities. Social – Developing healthy relationships by respecting boundaries, encouraging others and working together to keep everyone safe. Cultural – Appreciating that everyone has different talents, strengths and backgrounds which contribute positively to our school community.	
British Values	Individual Liberty – Developing confidence to make healthy choices, respect personal boundaries and seek help when needed. Mutual Respect – Respecting ourselves and others by valuing privacy, celebrating different talents and recognising everyone's right to feel safe. Rule of Law – Understanding that safety rules, including the Water Safety Code and school expectations, help protect everyone from harm.	
School Values	We are happy – Recognising our talents, valuing ourselves and enjoying a healthy balance between activity and rest. We are safe – Looking after our health, respecting privacy, recognising hazards and following the Water Safety Code to keep ourselves and others safe. We enjoy a challenge – Trying new activities, developing new skills and building healthy habits that strengthen our bodies and minds. We celebrate diversity – Appreciating that everyone has different strengths, interests and abilities that make our school community unique. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others. We are ready and fit for our future – Developing lifelong habits of self-care, healthy living, physical activity and personal safety that prepare us to live our one life well.	

Autumn 1		
LKS2	Self-Awareness, Families, Friends and Healthy Eating	
	Year 3	Year 4
	L1 – Self-Awareness: We are unique human BEINGS – developing self-esteem and becoming the best version of ourselves. L2 – Self-Awareness: Valuing ourselves and others – accepting who we are without comparison. L3 – Self-Awareness: We are not our thoughts and feelings – strengthening our inner cheerleader and managing our inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building welcoming, truthful and supportive friendships and recognising when someone feels isolated.	L1 – Self-Awareness: We are unique human BEINGS – developing self-esteem and becoming the best version of ourselves. L2 – Self-Awareness: Valuing ourselves and others – accepting who we are without comparison. L3 – Self-Awareness: We are not our thoughts and feelings – strengthening our inner cheerleader and managing our inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building welcoming, truthful and supportive friendships and recognising when someone feels isolated.

	L6 – Healthy Eating: Nutrition, healthy food choices and eating mostly protein, fruit and vegetables.	L6 – Healthy Eating: Nutrition, healthy food choices and eating mostly protein, fruit and vegetables.
Key Concepts to assess	L1 – Explain that everyone is a unique human being and identify personal values, strengths and qualities that contribute to healthy self-esteem. L2 – Recognise the difference between helpful and unhelpful thoughts and explain how they influence emotions and behaviour. L3 – Explain that thoughts and feelings do not define who we are and use strategies to strengthen the inner cheerleader. L4 – Explain that families are different but are built on love, care, security and protection, and recognise the importance of spending time together. L5 – Explain how truthfulness, kindness, inclusion and welcoming behaviour help friendships become strong and secure. L6 – Explain why nutrition is important and identify the role of protein, fruit and vegetables in keeping the body healthy.	L1 – Evaluate how self-esteem is strengthened by recognising personal values, acting authentically and celebrating individuality. L2 – Explain why comparing ourselves with others can affect wellbeing and apply strategies to value ourselves and others. L3 – Apply strategies to manage unhelpful thoughts, strengthen the inner cheerleader and develop positive mental fitness. L4 – Explain how strong family relationships provide security, stability and emotional wellbeing, recognising that support can come from a range of trusted people. L5 – Evaluate how honesty, kindness, empathy and inclusion create healthy friendships and explain how to support someone who may feel isolated. L6 – Explain how balanced nutrition, including protein, fruit and vegetables, supports physical health, mental wellbeing, growth and lifelong healthy habits.
Vocabulary	self-esteem, authentic, unique, acceptance, helpful thoughts, unhelpful thoughts, inner cheerleader, inner critic, family, security, stability, friendship, welcoming, nutrition, protein	Y3+ comparison, resilience, self-worth, mental fitness, empathy, isolated, inclusion, balanced diet, carbohydrates, vitamins, wellbeing, healthy lifestyle
Experiences	Create a "Human BEING" self-portrait identifying personal strengths, values and qualities. Complete a values activity by choosing four personal values to guide future behaviour. Explore scenarios where comparison affects confidence and discuss strategies for valuing ourselves. Develop an Inner Cheerleader toolkit with positive affirmations and practical wellbeing strategies. Discuss different family structures and identify how families provide love, care, security and stability. Role-play friendship scenarios involving kindness, honesty, inclusion and supporting someone who feels isolated. Investigate healthy meals by identifying foods rich in protein, fruit and vegetables before designing a balanced daily menu.	
SMSC	Spiritual – Reflecting on personal identity, values and self-worth while recognising that every person has unique strengths and purpose. Moral – Understanding how honesty, kindness, acceptance and healthy choices help us become the best version of ourselves. Social – Developing positive relationships by learning how families, friendships and supportive communities contribute to happiness, belonging and emotional security. Cultural – Recognising and celebrating the diversity of families, cultures and individual differences while appreciating the contribution everyone makes to society.	
British Values	Individual Liberty – Developing confidence to be authentic, make healthy choices and take responsibility for our wellbeing and behaviour. Mutual Respect – Respecting ourselves and others by valuing differences, showing empathy and treating everyone fairly. Tolerance of Those with Different Faiths and Beliefs – Understanding that families, beliefs and lifestyles may differ while recognising that everyone deserves inclusion, dignity and respect.	
School Values	We are happy – Building self-esteem, celebrating our uniqueness and developing friendships that help everyone thrive. We are safe – Understanding that trusted relationships, supportive families and healthy choices promote physical and emotional wellbeing. We enjoy a challenge – Challenging negative thoughts, avoiding unhelpful comparisons and developing resilience through positive thinking. We celebrate diversity – Appreciating that every person and every family is unique and recognising the richness that diversity brings to our community. We show respect – Demonstrating honesty, empathy, kindness and inclusion in all relationships while valuing ourselves and others. We are ready and fit for our future – Developing mental fitness, healthy habits, resilience and positive relationships that prepare us to live our one life well.	

Autumn 2		
LKS2	Response System, Our Bodies and Being Safe	
	Year 3	Year 4
	L1 – Response System: Recognising and understanding our emotions. L2 – Response System: Understanding emotions as energy in motion and responding instead of reacting. L3 – Response System: Self-awareness, breathwork and regulating our nervous system. L4 – Respectful Relationships: Respect, manners and building positive relationships. L5 – My Body: Self-care, body image and respecting our one body. L6 – Being Safe: Boundaries, consent and keeping ourselves safe.	L1 – Response System: Recognising and understanding our emotions. L2 – Response System: Understanding emotions as energy in motion and responding instead of reacting. L3 – Response System: Self-awareness, breathwork and regulating our nervous system. L4 – Respectful Relationships: Respect, manners and building positive relationships. L5 – My Body: Self-care, body image and respecting our one body. L6 – Being Safe: Boundaries, consent and keeping ourselves safe.
Key Concepts to assess	L1 – Explain that our response system helps protect us and identify the key players in the brain that influence thoughts, feelings and behaviour. L2 – Explain that emotions are "energy in motion" and describe how responding thoughtfully leads to better choices than reacting impulsively. L3 – Demonstrate how breathwork helps regulate the nervous system and supports emotional self-control during challenging situations. L4 – Explain how respect is shown through good manners, honesty, kindness, integrity and consideration for others. L5 – Explain why self-care, body acceptance and respecting our unique body contribute to physical and emotional wellbeing. L6 – Explain how boundaries, consent and recognising safe and unsafe touch help keep ourselves and others safe.	L1 – Explain how recognising and accurately naming a wide range of emotions develops self-awareness and improves emotional wellbeing. L2 – Evaluate how understanding the response system helps us recognise when emotions are trying to "fool us" and supports better decision-making. L3 – Apply breathwork and self-awareness strategies independently to regulate the nervous system and respond calmly in challenging situations. L4 – Evaluate how respect, integrity, humility, kindness and empathy strengthen relationships and contribute to safe, inclusive communities. L5 – Explain how self-care, positive body image and self-respect support lifelong physical health, mental wellbeing and confidence. L6 – Evaluate why healthy boundaries, consent and assertive communication are essential for safe, respectful relationships both now and in the future.
Vocabulary	response system, react, respond, emotions, feelings, energy in motion, nervous system, self-awareness, breathwork, respect, manners, self-care, body image, boundaries, consent	Y3+ emotional regulation, emotional vocabulary, resilience, self-control, integrity, humility, empathy, assertive communication, personal boundaries, wellbeing, regulation, self-respect
Experiences	Create a feelings web using a wide range of emotional vocabulary and reflect on how different emotions affect behaviour. Analyse scenarios where children decide whether someone is reacting or responding and explain why. Practise breathwork and the STOP strategy (Stop, Take a breath, Observe, Proceed), reflecting on how these techniques support emotional regulation. Develop a class "Respect in Action" charter demonstrating integrity, empathy, humility and respectful behaviours in everyday situations. Create a "My Body is a Good Body" wellbeing journal identifying positive self-care habits for physical and emotional health. Use role-play scenarios to practise setting healthy boundaries, asking for and giving consent appropriately, and identifying trusted adults who can provide support.	
SMSC	Spiritual – Reflecting on thoughts, emotions and self-awareness, recognising that understanding ourselves helps us become the best version of ourselves. Moral – Exploring how integrity, respect, responsibility and self-control help us make wise decisions and positively influence others. Social – Developing healthy relationships through empathy, respectful communication, cooperation and understanding personal boundaries. Cultural – Appreciating the diversity of people, beliefs and experiences while recognising everyone's right to feel safe, respected and included.	
British Values	Individual Liberty – Developing the confidence to regulate emotions, express personal boundaries, make informed choices and seek help when needed. Mutual Respect – Demonstrating respect through empathy, kindness, integrity, active listening and valuing the opinions, rights and differences of others. Rule of Law – Understanding that rules, boundaries and consent protect individuals, maintain fairness and help communities remain safe and respectful.	

School Values	We are happy – Understanding our emotions and developing positive relationships that help us flourish and enjoy living our one life well. We are safe – Using self-awareness, emotional regulation and healthy boundaries to keep ourselves and others physically and emotionally safe. We enjoy a challenge – Strengthening resilience by regulating emotions, responding thoughtfully and making positive choices during difficult situations. We celebrate diversity – Appreciating that every individual is unique and recognising that different experiences and perspectives strengthen our community. We show respect – Demonstrating integrity, empathy, kindness, humility and respect for ourselves, others and their personal boundaries. We are ready and fit for our future – Developing emotional intelligence, resilience, healthy relationships and personal safety skills that prepare us to navigate life confidently and responsibly.
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Spring 1		
LKS2	Bouncing Back Mentally, Socially and Physically	
	Year 3	Year 4
	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing emotions through our response system. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy friendships and using the ADAPT conflict resolution process. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and resisting peer pressure. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing emotions through our response system. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy friendships and using the ADAPT conflict resolution process. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and resisting peer pressure. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.
Key Concepts to assess	L1 – Explain that resilience means bouncing back from mistakes and challenges and that mistakes help us learn and grow. L2 – Explain that difficult emotions are a normal part of life and describe how our response system helps us choose thoughtful responses. L3 – Explain how the ADAPT conflict resolution process helps repair friendships through empathy, forgiveness and compromise. L4 – Explain the harmful impact of bullying, identify the difference between a bystander and an upstander and explain how to seek help safely. L5 – Explain how healthy self-care habits, including sleep, hygiene, exercise and healthy eating, strengthen both body and mind.	L1 – Evaluate how resilience and psychological flexibility enable us to adapt positively to setbacks, learn from mistakes and continue growing. L2 – Explain how noticing and accepting emotions before responding improves emotional regulation, resilience and wise decision-making. L3 – Evaluate how forgiveness, empathy, compromise and the ADAPT process strengthen friendships and restore relationships after conflict. L4 – Evaluate the characteristics and long-term impact of bullying, justify the role of an upstander and explain strategies for resisting peer pressure and seeking support. L5 – Evaluate how positive self-care habits, including sleep, nutrition, exercise, hygiene and screen-time balance, prevent health problems and improve lifelong wellbeing.

	L6 – Explain how developing mental, social and physical fitness helps us become resilient and prepared for life's challenges.	L6 – Evaluate how developing mental, social and physical fitness together prepares us to respond positively to future challenges and live our one life well.
Vocabulary	resilience, bounce back, flexibility, emotions, response, forgiveness, friendship, ADAPT, bullying, bystander, upstander, self-care, healthy habits, wellbeing	Y3+ psychological flexibility, emotional regulation, adaptation, compromise, empathy, perseverance, peer pressure, prevention, accountability, restorative, resilience, self-awareness
Experiences	Use the cooked and uncooked spaghetti activity to explore psychological flexibility and discuss why resilient people adapt well to challenges. Read a resilience text such as After the Fall and identify how the character learns from setbacks and grows stronger. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Analyse bullying scenarios by identifying the three defining characteristics of bullying (intentional, repetitive and power imbalance) before discussing how to be an effective upstander. Complete a SELF-CARE audit using the One Life acronym (Sleep, Eat well, Live in the present, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise) and create a personal wellbeing improvement plan. Reflect on mental, social and physical fitness using the One Life traffic lights before setting one resilience goal for each area.	
SMSC	Spiritual – Reflecting on resilience, forgiveness and self-awareness while recognising that challenges help us grow into the best version of ourselves. Moral – Exploring how integrity, responsibility, courage and compassion influence our choices and the way we treat others during difficult situations. Social – Developing healthy relationships through empathy, restorative conversations, peaceful conflict resolution and standing up against bullying. Cultural – Appreciating that everyone experiences challenges differently and recognising the importance of inclusion, kindness and respect within diverse communities.	
British Values	Individual Liberty – Developing confidence to make positive choices, regulate emotions, resist negative peer pressure and seek help when needed. Mutual Respect – Demonstrating empathy, forgiveness and respect when resolving disagreements and valuing the thoughts and experiences of others. Rule of Law – Understanding that bullying is unacceptable and recognising that rules and laws help protect people, promote fairness and keep communities safe.	
School Values	We are happy – Developing resilience and recognising that learning from setbacks helps us enjoy living our one life well. We are safe – Understanding how trusted adults, healthy friendships, anti-bullying strategies and self-care protect our physical and emotional wellbeing. We enjoy a challenge – Building resilience by embracing mistakes, adapting to change and learning from life's challenges. We celebrate diversity – Appreciating that everyone experiences life differently and recognising the importance of supporting one another with kindness, compassion and understanding. We show respect – Demonstrating empathy, forgiveness, integrity and respect by resolving conflict peacefully and standing up for others. We are ready and fit for our future – Developing resilience, emotional regulation, healthy habits and positive relationships that prepare us to navigate life's opportunities and challenges with confidence.	

Spring 2		
LKS2	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 3	Year 4
	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader.	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader.

	L2 – Mental Fitness: Compassion for Others – Using sympathy, empathy and the SENSES model to support others. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of compassion and how our actions influence others. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and recognising that everyone is perfectly designed. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness.	L2 – Mental Fitness: Compassion for Others – Using sympathy, empathy and the SENSES model to support others. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect of compassion and how our actions influence others. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes and recognising that everyone is perfectly designed. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and using the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness.
Key Concepts to assess	L1 – Explain that self-compassion means treating ourselves with kindness after mistakes and using positive self-talk to strengthen mental fitness. L2 – Explain how the SENSES model helps us recognise when others need compassion and choose supportive responses. L3 – Explain how compassionate choices create a positive ripple effect within families, friendships and communities. L4 – Explain what stereotypes are, why they are harmful and how celebrating differences builds respectful relationships. L5 – Explain how to respond safely in an emergency, make an effective emergency call and use the LIONEL approach to help appropriately. L6 – Explain how compassion strengthens mental fitness, healthy relationships and physical wellbeing.	L1 – Evaluate how practising self-compassion builds resilience, reduces self-criticism and strengthens emotional wellbeing when facing challenges. L2 – Evaluate how sympathy, empathy and the SENSES model help us recognise the needs of others and build caring, supportive relationships. L3 – Analyse how compassionate actions create a ripple effect that positively influences individuals, communities and society. L4 – Evaluate how stereotypes and judgement can lead to prejudice, explain why every person is uniquely valuable and describe how challenging stereotypes promotes inclusion and equality. L5 – Evaluate how remaining calm, making an effective emergency call and applying the LIONEL approach help protect people and improve outcomes during emergencies. L6 – Evaluate how compassion across our mental, social and physical fitness helps us become resilient, respectful and responsible citizens.
Vocabulary	compassion, self-compassion, self-talk, empathy, sympathy, SENSES, ripple effect, stereotype, emergency, hazard, LIONEL, kindness	Y3+ prejudice, bias, inclusion, equality, discrimination, resilience, community, emergency services, first aid, responsibility, compassionate leadership, wellbeing
Experiences	Create a self-compassion journal by rewriting self-critical thoughts into positive, compassionate self-talk using the One Life shared language. Role-play scenarios demonstrating the difference between sympathy and empathy before applying the SENSES model (Sensitive, Empathy, Non-judgemental, Sympathy, Extra Care and Supportive) to support someone who is struggling. Demonstrate the ripple effect using water before creating a class display showing how one compassionate action can spread throughout a school and community. Explore stories such as Perfectly Designed and discuss stereotypes before creating posters celebrating diversity, individuality and inclusion. Role-play making a 999 emergency call and use the LIONEL approach to respond to emergency scenarios, identifying hazards and discussing simple first-aid responses. Complete a One Life reflection using the traffic-light system to evaluate personal growth in mental, social and physical fitness before setting a compassion goal for the term.	
SMSC	Spiritual – Reflecting on how compassion, positive self-talk and empathy help us become the best version of ourselves and positively influence others. Moral – Exploring how compassion, fairness, courage and responsibility help us challenge stereotypes and make ethical choices. Social – Developing caring relationships through empathy, restorative conversations, inclusion and learning how to respond appropriately in emergencies. Cultural – Celebrating diversity by recognising that everyone is perfectly designed and valuing different backgrounds, cultures, identities and experiences.	
British Values	Individual Liberty – Developing confidence to make compassionate choices, challenge unfair assumptions respectfully and respond responsibly in emergencies. Mutual Respect – Demonstrating empathy, kindness and fairness while valuing the dignity, rights and perspectives of every individual. Rule of Law – Understanding how emergency services, school rules and equality laws protect people, promote fairness and help keep communities safe.	

School Values	We are happy – Using compassion, empathy and positive self-talk to build confidence, strengthen wellbeing and help others flourish. We are safe – Knowing how to respond calmly in emergencies, recognise hazards and seek appropriate help when needed. We enjoy a challenge – Challenging stereotypes and judgement, learning from mistakes and choosing compassion when situations are difficult. We celebrate diversity – Recognising that everyone is perfectly designed, celebrating differences and promoting equality, inclusion and belonging. We show respect – Demonstrating empathy, compassion, fairness and kindness through our words, actions and relationships. We are ready and fit for our future – Developing compassion, resilience, emergency awareness and inclusive leadership skills that prepare us to become responsible citizens who make a positive difference in the world.
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Summer 1		
LKS2	Power of Now, Respectful Relationships and Being Safe	
	Year 3	Year 4
	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding how to build the power of now and learning about the prefrontal cortex. L3 – Social Fitness: Respectful Relationships – Understanding choices, free will, boundaries and respectful behaviour. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and maintaining healthy online boundaries. L5 – Social Fitness: Being Safe – Recognising online abuse, trolling, bullying and harassment and learning how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones, dopamine, addiction and making healthy choices.	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding how to build the power of now and learning about the prefrontal cortex. L3 – Social Fitness: Respectful Relationships – Understanding choices, free will, boundaries and respectful behaviour. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and maintaining healthy online boundaries. L5 – Social Fitness: Being Safe – Recognising online abuse, trolling, bullying and harassment and learning how to stay safe online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding hormones, dopamine, addiction and making healthy choices.
Key Concepts to assess	L1 – Explain that being present helps us focus, regulate our emotions and show up as our best selves. L2 – Explain how the STOP method and mindful breathing help us remain calm and make positive choices during challenging situations. L3 – Explain how respect is demonstrated through kindness, honesty, good manners, listening, empathy and respecting personal boundaries. L4 – Explain how respectful behaviour online strengthens relationships and describe the importance of healthy digital boundaries. L5 – Explain what cyberbullying is, identify strategies for staying safe online and describe how to seek help from trusted adults. L6 – Explain that dopamine is a feel-good chemical and distinguish between healthy and unhealthy behaviours used to trigger dopamine.	L1 – Evaluate how developing the power of now improves concentration, emotional regulation and decision-making, enabling us to become the best version of ourselves. L2 – Explain the role of the prefrontal cortex in helping us make thoughtful choices and evaluate how mindfulness and breath work strengthen self-control. L3 – Evaluate how exercising free will responsibly, respecting boundaries and making positive choices build strong, respectful relationships at home, school and in the community. L4 – Evaluate how positive digital behaviour, respectful communication and healthy online boundaries create safe and supportive online communities. L5 – Evaluate the impact of online abuse, trolling, bullying and harassment on mental wellbeing and justify strategies that protect ourselves and others online.

		L6 – Explain how dopamine influences behaviour, evaluate the link between unhealthy dopamine-seeking behaviours and addiction, and justify healthy lifestyle choices.
Vocabulary	present, mindfulness, prefrontal cortex, choices, free will, boundaries, respect, cyberbullying, dopamine, hormones, addiction, online safety	Y3+ self-regulation, emotional regulation, responsibility, integrity, digital footprint, privacy, harassment, trolling, wellbeing, dependency, neurotransmitter, moderation
Experiences	Complete a Power of Now reflection by identifying thoughts about the past and future that distract us before practising mindfulness and breathing exercises to return our attention to the present. Investigate a simple model of the brain, identifying the role of the prefrontal cortex, before exploring how breathing techniques help us make thoughtful decisions when we feel stressed. Create a respectful relationships charter that explores how free will, positive choices, boundaries and responsibility strengthen friendships and family relationships. Analyse online scenarios involving digital communication and create guidance for maintaining respectful relationships while protecting privacy and personal boundaries. Investigate examples of cyberbullying, trolling and online harassment before designing an online safety campaign that promotes respectful behaviour, reporting concerns and supporting others. Sort healthy and unhealthy dopamine behaviours before creating a personal wellbeing plan that includes exercise, hobbies, healthy screen-time habits, sleep and positive relationships.	
SMSC	Spiritual – Reflecting on how living in the present, understanding ourselves and making intentional choices helps us become the best version of ourselves. Moral – Exploring how honesty, integrity, responsibility and self-control help us make ethical choices both online and offline. Social – Developing respectful relationships through healthy communication, responsible digital behaviour, empathy and positive decision-making. Cultural – Appreciating different beliefs, cultures and perspectives while recognising our shared responsibility to create safe, respectful and inclusive communities.	
British Values	Individual Liberty – Developing confidence to exercise free will responsibly, make informed choices and use technology safely. Mutual Respect – Demonstrating empathy, kindness and respect for other people's opinions, rights, privacy and boundaries in person and online. Rule of Law – Understanding that school rules, online safety guidance and national laws help protect people from abuse, bullying, harassment and harmful behaviours.	
School Values	We are happy – Developing mindfulness, emotional awareness and healthy relationships that help us enjoy life and become the best version of ourselves. We are safe – Understanding online risks, protecting personal information, recognising harmful online behaviour and making healthy choices for our bodies and minds. We enjoy a challenge – Building resilience and self-control by using the power of now to respond thoughtfully when faced with challenges. We celebrate diversity – Respecting different beliefs, cultures, identities and opinions while creating inclusive relationships online and offline. We show respect – Demonstrating integrity, responsibility, kindness and empathy through our communication, behaviour and choices. We are ready and fit for our future – Developing emotional regulation, digital citizenship, healthy habits and responsible decision-making that prepare us to thrive in secondary school and beyond.	

Summer 2		
LKS2	Balancing Doing & Being, Being Safe and Healthy	
	Year 3	Year 4
	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem, recognising our strengths and accepting our weaknesses. L2 – Mental Fitness: Balancing Doing and Being – Understanding why balancing doing and being is important for our brains and emotional wellbeing.	L1 – Mental Fitness: Balancing Doing and Being – Understanding self-esteem, recognising our strengths and accepting our weaknesses. L2 – Mental Fitness: Balancing Doing and Being – Understanding why balancing doing and being is important for our brains and emotional wellbeing.

	L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits, oral hygiene and reducing bacteria. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and healthy personal boundaries. L5 – Physical Fitness: Exercise – Understanding the importance of vigorous exercise and the risks of inactivity. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code.	L3 – Physical Fitness: Health Prevention – Preventing illness through healthy habits, oral hygiene and reducing bacteria. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy and healthy personal boundaries. L5 – Physical Fitness: Exercise – Understanding the importance of vigorous exercise and the risks of inactivity. L6 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code.
Key Concepts to assess	L1 – Explain that self-esteem grows when we recognise our strengths, talents and unique qualities while accepting that nobody is good at everything. L2 – Explain why balancing busy lives with time to simply be supports our mental fitness, emotional wellbeing and healthy brain development. L3 – Explain how personal hygiene, oral hygiene, handwashing, healthy eating and protecting ourselves from the sun help prevent illness and disease. L4 – Explain how self-respect includes respecting privacy, understanding body boundaries and seeking help from trusted adults when feeling unsafe. L5 – Explain how regular exercise improves physical, mental and social fitness and identify the risks associated with inactivity, including obesity. L6 – Explain how to recognise hazards, assess risks and apply the Water Safety Code to keep themselves and others safe.	L1 – Evaluate how accepting both strengths and weaknesses develops resilience, confidence and a growth mindset, recognising that success often comes through perseverance rather than natural talent alone. L2 – Evaluate how balancing achievement, rest, relationships, hobbies and screen time supports healthy brain development, emotional regulation and prevents unhealthy dopamine-seeking habits. L3 – Evaluate how preventative health choices, including oral hygiene, reducing harmful bacteria, healthy nutrition and personal responsibility, reduce the risk of illness and improve lifelong wellbeing. L4 – Evaluate why self-respect, privacy, healthy boundaries and safeguarding knowledge help protect ourselves and others while promoting healthy relationships. L5 – Evaluate the long-term physical, emotional and mental benefits of vigorous exercise and justify why an active lifestyle is essential for lifelong health and wellbeing. L6 – Evaluate how identifying hazards, assessing risks and consistently applying the Water Safety Code enables responsible decision-making and helps prevent accidents.
Vocabulary	self-esteem, talents, strengths, weaknesses, balance, being, dopamine, oral hygiene, bacteria, privacy, boundaries, vigorous exercise, obesity, hazards, Water Safety Code	Y3+ growth mindset, resilience, moderation, prevention, safeguarding, responsibility, active lifestyle, risk assessment, wellbeing, self-awareness, perseverance, accountability
Experiences	Complete a Strengths and Weaknesses Reflection, identifying personal talents alongside areas for improvement before discussing how accepting both builds resilience and healthy self-esteem. Create a weekly Doing and Being Balance Diary, comparing school work, exercise, hobbies, screen time, relaxation and family time before identifying ways to achieve a healthier balance. Investigate how bacteria spread through a practical hygiene experiment before revisiting correct handwashing, oral hygiene and healthy lifestyle choices that prevent illness. Explore safeguarding scenarios involving privacy, body boundaries and trusted adults before role-playing how to respond if a situation feels unsafe. Design and complete a vigorous exercise circuit, monitoring heart rate before discussing the physical, emotional and mental benefits of an active lifestyle and the risks associated with inactivity. Carry out a school risk assessment before applying the Water Safety Code to realistic scenarios and creating a water safety awareness campaign for younger pupils.	
SMSC	Spiritual – Reflecting on our unique strengths, accepting our weaknesses and recognising how balance helps us become the best version of ourselves. Moral – Understanding that looking after our health, respecting privacy and making safe, responsible choices demonstrates integrity and personal responsibility. Social – Developing healthy relationships through respect, teamwork, healthy boundaries and shared responsibility for keeping ourselves and others safe.	

	Cultural – Appreciating that everyone has different talents, experiences and backgrounds which strengthen our communities and deserve to be valued.
British Values	Individual Liberty – Developing confidence to make healthy, informed choices while respecting personal boundaries and taking responsibility for our wellbeing. Mutual Respect – Valuing ourselves and others by recognising individual strengths, respecting privacy and encouraging supportive relationships. Rule of Law – Understanding that safeguarding procedures, health guidance and the Water Safety Code exist to protect everyone from harm and promote responsible behaviour.
School Values	We are happy – Recognising our strengths, accepting our weaknesses and maintaining a healthy balance that supports lifelong wellbeing. We are safe – Protecting our health, respecting privacy, recognising hazards and applying the Water Safety Code to keep ourselves and others safe. We enjoy a challenge – Developing resilience by accepting that growth comes from perseverance, practising difficult skills and building healthy habits. We celebrate diversity – Appreciating that everyone has different talents, strengths and experiences that make our school community stronger. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others through our choices and actions. We are ready and fit for our future – Developing resilience, healthy lifestyle habits, safeguarding awareness and responsible decision-making that prepare us to thrive in secondary school and throughout adult life.

Autumn 1		
UKS2	Self-Awareness, Families, Friends and Healthy Eating	
	Year 5	Year 6
	L1 – Self-Awareness: We are unique human BEINGS – developing self-awareness and becoming the best version of ourselves. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts and self-correcting when we are out of balance. L3 – Self-Awareness: We are not our thoughts and feelings – managing our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building truthful, kind and welcoming friendships that can overcome challenges. L6 – Healthy Eating: Feeding our minds and bodies well through healthy nutrition and making informed food choices.	L1 – Self-Awareness: We are unique human BEINGS – developing self-awareness and becoming the best version of ourselves. L2 – Self-Awareness: Making friends with our minds – recognising helpful and unhelpful thoughts and self-correcting when we are out of balance. L3 – Self-Awareness: We are not our thoughts and feelings – managing our inner cheerleader and inner critic. L4 – Families: Different families, love, care, security and stability. L5 – Caring Friendships: Building truthful, kind and welcoming friendships that can overcome challenges. L6 – Healthy Eating: Feeding our minds and bodies well through healthy nutrition and making informed food choices.
Key Concepts to assess	L1 – Explain how developing positive self-esteem and living authentically helps us become the best version of ourselves. L2 – Recognise helpful and unhelpful thoughts and explain how managing them supports positive mental fitness. L3 – Explain that thoughts and feelings do not define who we are and apply strategies to strengthen the inner cheerleader and manage the inner critic. L4 – Explain how families provide love, care, security and stability, recognising that all families are different.	L1 – Evaluate how self-awareness enables us to recognise our strengths, values and behaviours so that we consistently show up as our best selves. L2 – Explain how recognising harmful thinking patterns allows us to self-correct, build resilience and choose healthier responses to life's challenges. L3 – Evaluate how managing thoughts, feelings and self-talk strengthens emotional regulation, confidence and long-term mental wellbeing. L4 – Explain how strong family relationships provide stability during change and challenge, recognising the importance of communication, support and trust.

	L5 – Explain how honesty, kindness, empathy and inclusion build healthy friendships and support emotional wellbeing. L6 – Explain how healthy nutrition fuels both the body and the mind and identify foods that should be eaten regularly and those that should be limited.	L5 – Evaluate how healthy friendships develop through honesty, kindness, forgiveness, respect and successfully navigating disagreements and setbacks. L6 – Evaluate how informed nutritional choices support physical health, brain function, emotional wellbeing, energy levels and lifelong healthy habits.
Vocabulary	self-esteem, authentic, acceptance, unique, helpful thoughts, unhelpful thoughts, inner cheerleader, inner critic, family, security, stability, friendship, welcoming, nutrition, consume	self-awareness, shame, emotional regulation, resilience, mindset, self-correction, balanced lifestyle, wellbeing, processed foods, moderation, healthy habits, reflection
Experiences	Create a "Human BEING" profile identifying personal strengths, values and the qualities needed to show up as the best version of yourself. Complete the "Seeds of Thought" activity by identifying positive and negative beliefs and exploring how healthy thinking grows positive behaviours. Develop a personalised Inner Cheerleader toolkit using positive affirmations, reflection and practical self-regulation strategies. Reflect on the Joy in My Life lyrics and discuss how resilience, self-awareness and positive thinking help us navigate life's challenges. Explore different family structures and discuss how families provide love, care, protection, stability and emotional support. Role-play friendship scenarios involving trust, honesty, forgiveness, inclusion and resolving disagreements respectfully. Investigate nutritional information on food packaging and create a weekly eating plan that identifies foods to eat regularly and foods to limit for long-term health	
SMSC	Spiritual – Reflecting on identity, purpose, self-awareness and recognising that our choices reflect our values and shape the person we become. Moral – Exploring how honesty, responsibility, resilience and healthy choices enable us to live our one life well and positively influence others. Social – Developing mature, supportive relationships by learning to communicate effectively, resolve conflict respectfully and strengthen friendships through empathy and forgiveness. Cultural – Appreciating the diversity of families, backgrounds, experiences and beliefs while recognising the contribution each individual makes to society.	
British Values	Individual Liberty – Developing the confidence to make informed choices, self-correct when necessary and take responsibility for our physical, mental and social wellbeing. Mutual Respect – Respecting ourselves and others by valuing individuality, showing empathy, listening carefully and maintaining healthy relationships. Tolerance of Those with Different Faiths and Beliefs – Recognising and respecting the diversity of families, beliefs and life experiences within modern Britain, understanding that everyone deserves dignity, inclusion and respect.	
School Values	We are happy – Developing self-awareness, confidence and positive relationships that help us flourish and enjoy living our one life well. We are safe – Understanding that healthy relationships, trusted adults, emotional regulation and positive lifestyle choices help keep us physically and mentally safe. We enjoy a challenge – Challenging unhelpful thinking, developing resilience and self-correcting when life becomes difficult. We celebrate diversity – Appreciating that every individual, family and life experience is unique and recognising that diversity strengthens our community. We show respect – Demonstrating honesty, empathy, kindness, forgiveness and respect towards ourselves and others in every relationship. We are ready and fit for our future – Developing strong self-awareness, emotional resilience, healthy habits and positive relationships so that we are equipped to make wise choices and live our one life well.	

Autumn 2		
UKS2	Response System, Our Bodies and Being Safe	
	Year 5	Year 6
	L1 – Response System: Understanding how our mind protects us and choosing to respond instead of react. L2 – Response System: Understanding how the brain works and managing our emotions.	L1 – Response System: Understanding how our mind protects us and choosing to respond instead of react. L2 – Response System: Understanding how the brain works and managing our emotions.

	L3 – Response System: Regulating our nervous system through breathwork and self-awareness. L4 – Respectful Relationships: Respect, free will, rules, laws and healthy relationships. L5 – My Body: Self-love, self-care, body changes and respecting our one body. L6 – Being Safe: The BOSS approach (Boundaries, Object, Speak Up, Share), consent and personal safety.	L3 – Response System: Regulating our nervous system through breathwork and self-awareness. L4 – Respectful Relationships: Respect, free will, rules, laws and healthy relationships. L5 – My Body: Self-love, self-care, body changes and respecting our one body. L6 – Being Safe: The BOSS approach (Boundaries, Object, Speak Up, Share), consent and personal safety.
Key Concepts to assess	L1 – Explain that every situation creates a thought, which creates an emotion, a body sensation and an urge to react, and describe how self-awareness helps us choose to respond instead. L2 – Explain that thoughts and feelings can sometimes fool us and identify strategies to pause before making decisions. L3 – Demonstrate how breathwork and self-awareness regulate the nervous system and support positive emotional responses. L4 – Explain how respect, free will and healthy boundaries contribute to safe, respectful relationships. L5 – Explain why self-love, self-care and respecting our bodies support lifelong physical and emotional wellbeing. L6 – Explain how the BOSS approach (Boundaries, Object, Speak Up, Share) and understanding consent help keep people safe.	L1 – Evaluate how developing self-awareness enables us to manage our response system, exercise self-control and respond appropriately even when the perceived threat level is high. L2 – Explain the role of the prefrontal cortex and other key parts of the brain in emotional regulation and evaluate strategies that prevent us from "flipping our lid". L3 – Independently apply breathwork and self-regulation strategies to strengthen the nervous system, improve emotional control and make reasoned decisions. L4 – Evaluate how respect, free will, boundaries, rules and laws work together to protect individuals, strengthen communities and promote responsible citizenship. L5 – Explain how self-care, self-love and understanding the physical and emotional changes of puberty contribute to lifelong health, confidence and wellbeing. L6 – Evaluate how the BOSS approach, assertive communication, consent and healthy boundaries enable people to build safe, respectful relationships and protect themselves throughout life.
Vocabulary	response system, thoughts, emotions, body sensations, react, respond, regulate, nervous system, respect, free will, boundaries, self-care, self-love, consent, BOSS	Y5+ prefrontal cortex, self-control, emotional regulation, autonomy, assertive communication, consequence, puberty, resilience, accountability, regulation, wellbeing, proportional response
Experiences	Create a flow diagram showing how thoughts create emotions, body sensations and behavioural responses before identifying where self-awareness can interrupt the cycle. Investigate the role of the prefrontal cortex and other key parts of the brain using simple brain models and discuss how they influence behaviour. Practise breathwork and emotional regulation strategies before reflecting on how they improve self-control during challenging situations. Compare rules and laws, discussing why both are needed to keep people safe, before creating a respectful relationships charter based on One Life shared language. Complete a self-care and wellbeing audit, exploring positive body image, healthy habits and the physical and emotional changes associated with puberty. Role-play scenarios using the BOSS approach (Boundaries, Object, Speak Up, Share), practise giving and refusing consent appropriately and identify trusted adults and services that provide support.	
SMSC	Spiritual – Reflecting on how self-awareness, emotional regulation and personal values shape our choices and help us become the best version of ourselves. Moral – Exploring how integrity, responsibility, self-control and respect influence ethical decision-making and positive behaviour. Social – Developing mature relationships through effective communication, empathy, healthy boundaries, conflict resolution and responsible decision-making. Cultural – Appreciating the diversity of people, beliefs and experiences while recognising everyone's right to feel safe, respected and included within society.	
British Values	Individual Liberty – Developing the confidence to regulate emotions, make informed choices, exercise free will responsibly and maintain healthy personal boundaries. Mutual Respect – Demonstrating respect through empathy, integrity, active listening and valuing the rights, beliefs and feelings of others. Rule of Law – Understanding the difference between rules and laws, recognising their purpose in protecting rights, promoting fairness and maintaining safe communities.	
School Values	We are happy – Developing emotional awareness, self-control and positive relationships that help us live our one life well. We are safe – Using self-awareness, emotional regulation, the BOSS approach and healthy boundaries to keep ourselves and others physically and emotionally safe.	

	We enjoy a challenge – Strengthening resilience by managing emotions, making thoughtful decisions and responding positively during difficult situations. We celebrate diversity – Appreciating that every individual is unique and recognising that different experiences, backgrounds and perspectives enrich our community. We show respect – Demonstrating integrity, empathy, kindness and respect through our communication, choices and relationships. We are ready and fit for our future – Developing emotional intelligence, healthy relationships, personal responsibility and safety skills that prepare us to make informed decisions and thrive throughout life.
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Spring 1		
UKS2	Bouncing Back Mentally, Socially and Physically	
	Year 5	Year 6
	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing emotions through our response system. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy friendships and using the ADAPT conflict resolution process. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and making positive choices. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.	L1 – Mental Fitness: Bouncing Back – Building resilience by learning from mistakes and accepting life's ups and downs. L2 – Mental Fitness: Bouncing Back – Noticing, accepting and managing emotions through our response system. L3 – Social Fitness: Bouncing Back in Friendships – Forgiveness, healthy friendships and using the ADAPT conflict resolution process. L4 – Social Fitness: Bouncing Back Socially – Understanding bullying, becoming an upstander and making positive choices. L5 – Physical Fitness: Self-Care – Building healthy habits that strengthen physical and mental wellbeing. L6 – Connection Lesson: Reflecting on how mental, social and physical fitness help us live our one life well.
Key Concepts to assess	L1 – Explain that resilience is developed through facing challenges, learning from mistakes and adapting positively to setbacks. L2 – Explain how noticing and accepting emotions before responding strengthens emotional regulation and mental fitness. L3 – Explain how the ADAPT conflict resolution process strengthens friendships through empathy, forgiveness and compromise. L4 – Explain the characteristics of bullying, recognise the role of an upstander and describe strategies to resist peer pressure and seek support. L5 – Explain how consistent self-care habits, including sleep, exercise, nutrition, hygiene and rest, improve resilience and overall wellbeing. L6 – Explain how mental, social and physical fitness work together to help people bounce back and thrive throughout life.	L1 – Evaluate how resilience develops through learning from mistakes, reflecting on setbacks and recognising that challenges provide opportunities for growth and future success. L2 – Analyse how noticing, accepting and regulating emotions strengthens the response system, improves decision-making and enables people to respond wisely under pressure. L3 – Evaluate how forgiveness, empathy, compromise and restorative conversations strengthen relationships and resolve conflict using the ADAPT process. L4 – Evaluate the long-term impact of bullying on mental wellbeing, justify the responsibilities of an upstander and explain how positive leadership influences others to make respectful choices. L5 – Evaluate how preventative self-care habits, including healthy routines, balanced screen time, exercise, rest and nutrition, contribute to lifelong physical, mental and emotional wellbeing. L6 – Evaluate how developing resilience, healthy relationships and positive self-care habits prepares us to navigate life's future challenges confidently and live our one life well.

Vocabulary	resilience, bounce back, notice, accept, emotions, flexibility, forgiveness, ADAPT, bullying, bystander, upstander, peer pressure, self-care, wellbeing	Y5+ psychological flexibility, emotional regulation, restorative practice, perseverance, accountability, reflection, adaptation, resilience, influence, prevention, wellbeing, self-awareness
Experiences	Read the story of Emmanuel's journey and create a resilience graph showing how challenges helped him grow stronger over time. Use the Notice–Accept approach to reflect on challenging emotions before choosing positive responses to different scenarios. Role-play friendship disagreements using the ADAPT conflict resolution steps (Acknowledge feelings, Define the problem, Accept compromise, Practise empathy, Thank each other). Analyse case studies to identify the effects of bullying, discuss the responsibilities of an upstander and develop strategies for responding safely to peer pressure. Complete a SELF-CARE audit using the One Life acronym (Sleep, Eat well, Live in the present, Feelings can fool us, Control healthy habits, Accept rest, Rest, Exercise) before creating a personalised wellbeing plan. Reflect on mental, social and physical fitness using the One Life traffic lights and set meaningful personal goals for continuing to build resilience beyond primary school.	
SMSC	Spiritual – Reflecting on how resilience, self-awareness and learning from mistakes help us grow into the best version of ourselves and prepare for life's future challenges. Moral – Exploring how integrity, courage, compassion, responsibility and forgiveness influence our decisions, relationships and responses to adversity. Social – Developing mature relationships through empathy, restorative conversations, effective conflict resolution, positive leadership and standing up against bullying. Cultural – Appreciating that people experience challenges differently and recognising the importance of inclusion, compassion and respect within diverse communities.	
British Values	Individual Liberty – Developing confidence to make informed choices, regulate emotions, resist negative peer pressure and take responsibility for personal wellbeing. Mutual Respect – Demonstrating empathy, forgiveness and respect when resolving disagreements and valuing the rights, feelings and experiences of others. Rule of Law – Understanding that bullying is unacceptable and recognising how rules, laws and shared responsibilities help protect individuals and create safe, respectful communities.	
School Values	We are happy – Developing resilience and recognising that setbacks help us grow into stronger, more confident individuals. We are safe – Understanding how trusted adults, healthy friendships, anti-bullying strategies and positive self-care habits protect our physical and emotional wellbeing. We enjoy a challenge – Building resilience by embracing mistakes, adapting positively to change and learning from life's difficulties. We celebrate diversity – Appreciating that everyone experiences challenges differently and recognising the importance of supporting one another with kindness, compassion and understanding. We show respect – Demonstrating empathy, integrity, forgiveness and respect by resolving conflict peacefully, standing up for others and making responsible choices. We are ready and fit for our future – Developing resilience, emotional intelligence, healthy habits and positive relationships that prepare us to navigate secondary school and future life with confidence, independence and optimism.	

Spring 2		
UKS2	Compassion, Compassion in Relationships and Compassion in an Emergency	
	Year 5	Year 6
	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader.	L1 – Mental Fitness: Self-Compassion – Developing compassionate self-talk and strengthening our inner cheerleader.

	L2 – Mental Fitness: Compassion for Others – Understanding sympathy, empathy and using the SENSES model to build compassionate relationships. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect and recognising that we are remembered for how we make people feel. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes, prejudice and bias by becoming an upstander. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and applying the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness and prepares us for the future.	L2 – Mental Fitness: Compassion for Others – Understanding sympathy, empathy and using the SENSES model to build compassionate relationships. L3 – Mental Fitness: Compassion in the World – Understanding the ripple effect and recognising that we are remembered for how we make people feel. L4 – Social Fitness: Compassion in Relationships – Challenging stereotypes, prejudice and bias by becoming an upstander. L5 – Physical Fitness: Compassion in an Emergency – Responding safely in an emergency, making an emergency call and applying the LIONEL approach. L6 – Connection Lesson: Reflecting on how compassion strengthens our mental, social and physical fitness and prepares us for the future.
Key Concepts to assess	L1 – Explain that self-compassion means responding to ourselves with kindness after mistakes and using compassionate self-talk to strengthen mental fitness. L2 – Explain the difference between sympathy and empathy and demonstrate how the SENSES model helps us respond compassionately to others. L3 – Explain how compassionate words, actions and choices create a positive ripple effect and influence how others remember us. L4 – Explain what stereotypes, prejudice and bias are, describe how they damage relationships and explain how being an upstander promotes inclusion. L5 – Explain how to respond appropriately in an emergency, make an effective emergency call and apply the LIONEL approach safely. L6 – Explain how compassion supports mental fitness, healthy relationships and responsible citizenship.	L1 – Evaluate how practising self-compassion strengthens resilience, reduces shame and self-criticism, and enables us to recover positively from mistakes and setbacks. L2 – Analyse how empathy, sympathy and the SENSES model develop compassionate leadership, strengthen restorative relationships and improve the wellbeing of others. L3 – Evaluate how individual acts of compassion influence families, communities and society through the ripple effect, recognising that our legacy is shaped by how we make others feel. L4 – Evaluate how stereotypes, prejudice and unconscious bias lead to discrimination, explain the responsibility of an upstander and justify actions that promote equality, inclusion and social justice. L5 – Evaluate how calm decision-making, emergency procedures and the LIONEL approach improve outcomes during emergencies and explain the importance of acting responsibly while keeping yourself safe. L6 – Evaluate how compassion across mental, social and physical fitness prepares us to become resilient, responsible and compassionate citizens who positively influence the world around them.
Vocabulary	compassion, self-compassion, self-talk, sympathy, empathy, SENSES, ripple effect, stereotype, prejudice, bias, upstander, emergency, hazard, LIONEL	Y5+ unconscious bias, discrimination, inclusion, equality, restorative practice, compassionate leadership, influence, legacy, emergency response, responsibility, advocacy, social justice
Experiences	Create a reflective journal exploring how compassionate self-talk changes responses to mistakes and supports emotional wellbeing using the One Life shared language. Role-play scenarios demonstrating the difference between sympathy and empathy before applying the SENSES model (Sensitive, Empathy, Non-judgemental, Sympathy, Extra Care and Supportive) to support someone experiencing challenge or loss. Investigate the ripple effect by analysing examples of inspirational people whose compassion has positively influenced others before creating a personal "Legacy of Kindness" pledge. Analyse real-life case studies involving stereotypes, prejudice and bias, discussing the responsibilities of an upstander and designing an inclusion campaign to promote equality within school. Role-play making a 999 emergency call and apply the LIONEL approach to a range of realistic emergency scenarios, identifying hazards, prioritising safety and discussing basic first-aid responses.	

	Complete a One Life reflection using the traffic-light system to evaluate growth in mental, social and physical fitness before setting personal goals for becoming a compassionate leader in secondary school and beyond.
SMSC	Spiritual – Reflecting on how compassion, self-awareness and positive self-talk shape our character, values and the legacy we leave through our actions. Moral – Exploring how compassion, courage, integrity and fairness influence ethical decision-making and inspire us to challenge prejudice, discrimination and injustice. Social – Developing compassionate leadership through empathy, restorative communication, inclusive relationships, responsible decision-making and effective responses during emergencies. Cultural – Celebrating diversity by recognising the value of different cultures, beliefs, identities and experiences while promoting equality, inclusion and mutual understanding.
British Values	Individual Liberty – Developing the confidence to make compassionate, informed choices, challenge injustice respectfully and respond responsibly in emergency situations. Mutual Respect – Demonstrating empathy, compassion and fairness while valuing the dignity, beliefs, rights and perspectives of every individual. Rule of Law – Understanding how emergency services, safeguarding procedures and equality legislation protect individuals, uphold rights and promote safe, respectful communities.
School Values	We are happy – Using compassion, empathy and positive self-talk to strengthen wellbeing, build confidence and help others flourish. We are safe – Responding calmly in emergencies, recognising hazards, seeking appropriate help and making responsible decisions that protect ourselves and others. We enjoy a challenge – Challenging stereotypes, prejudice and unconscious bias while choosing compassion, courage and integrity when situations are difficult. We celebrate diversity – Recognising that every individual is unique, actively promoting equality and inclusion and valuing the richness that diversity brings to our communities. We show respect – Demonstrating empathy, compassion, fairness and integrity through our words, actions and leadership in every relationship. We are ready and fit for our future – Developing compassion, resilience, inclusive leadership, emergency awareness and responsible decision-making that prepare us to make a positive difference in secondary school, our communities and the wider world.

Summer 1		
UKS2	Power of Now, Respectful Relationships and Being Safe	
	Year 5	Year 6
	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding how the brain works under stress and using breathing to regulate our responses. L3 – Social Fitness: Respectful Relationships – Understanding how rules, laws, boundaries and effective communication build healthy relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and understanding the positive and negative impact of mobile phones and social media. L5 – Social Fitness: Being Safe – Recognising cyberbullying, trolling, harassment and online abuse and understanding how the law protects people online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding addiction, legal and illegal substances and making healthy choices for lifelong wellbeing.	L1 – Mental Fitness: The Power of Now – Developing the power of now to help us become the best version of ourselves. L2 – Mental Fitness: The Power of Now – Understanding how the brain works under stress and using breathing to regulate our responses. L3 – Social Fitness: Respectful Relationships – Understanding how rules, laws, boundaries and effective communication build healthy relationships. L4 – Social Fitness: Respectful Relationships (Digitally) – Building respectful digital relationships and understanding the positive and negative impact of mobile phones and social media. L5 – Social Fitness: Being Safe – Recognising cyberbullying, trolling, harassment and online abuse and understanding how the law protects people online. L6 – Physical Fitness: Drugs, Alcohol and Smoking – Understanding addiction, legal and illegal substances and making healthy choices for lifelong wellbeing.

Key Concepts to assess	L1 – Explain that developing the power of now helps us manage distractions, remain present and become the best version of ourselves. L2 – Explain the role of the prefrontal cortex and describe how breath work helps us regulate our response system during times of stress. L3 – Explain how free will, personal responsibility, boundaries and rules help build and maintain respectful relationships. L4 – Explain practical ways to maintain respectful digital relationships and describe why healthy online boundaries protect our wellbeing. L5 – Explain the difference between online abuse, trolling, bullying and harassment and describe strategies for staying safe and seeking support. L6 – Explain how dopamine works within the brain and describe how unhealthy dopamine-seeking behaviours can contribute to addiction.	L1 – Evaluate how strengthening the power of now enables us to regulate emotions, make wise decisions under pressure and consistently become the best version of ourselves. L2 – Analyse how the prefrontal cortex, breathing techniques and the STOP approach work together to strengthen self-control, emotional regulation and resilience when the body is under stress. L3 – Evaluate how effective communication, respect for rules, laws, consent, boundaries and personal responsibility build healthy, respectful relationships in school, online and society. L4 – Evaluate both the positive and negative impact of mobile phones and social media on wellbeing and justify strategies that promote healthy digital habits, privacy and respectful online relationships. L5 – Evaluate the impact of cyberbullying, trolling, harassment and online abuse on mental wellbeing, explain how UK laws help protect people online and justify strategies for reporting and preventing harm. L6 – Evaluate the risks associated with smoking, vaping, alcohol and drugs, explain how addiction develops and justify healthy lifestyle choices that protect lifelong physical, mental and social wellbeing.
Vocabulary	power of now, mindfulness, present, prefrontal cortex, free will, boundaries, consent, dopamine, addiction, trolling, harassment, cyberbullying	Y5+ self-regulation, emotional regulation, resilience, digital citizenship, digital footprint, neurotransmitter, dependency, moderation, nicotine, legislation, responsibility, wellbeing
Experiences	Complete a Power of Now reflection by identifying thoughts about the past and future that distract attention before practising mindfulness and breath work to remain fully present. Investigate the role of the prefrontal cortex using a simple brain model before applying the STOP approach and breathing strategies to real-life scenarios involving stress and strong emotions. Compare rules and laws before discussing how communication, consent, free will and healthy boundaries strengthen respectful relationships. Create a class communication charter. Analyse the positive and negative effects of mobile phones and social media before creating a balanced digital wellbeing plan that includes screen-time boundaries, privacy settings and healthy online habits. Investigate real-life examples of cyberbullying, trolling and online harassment, explore how UK legislation protects individuals online and design a campaign promoting respectful digital citizenship. Compare legal and illegal substances, explore the risks associated with smoking, vaping, alcohol and drugs, and create a lifelong wellbeing plan that identifies healthy alternatives for supporting dopamine and emotional wellbeing.	
SMSC	Spiritual – Reflecting on how living in the present, understanding ourselves and making intentional choices helps us become the best version of ourselves and live our one life well. Moral – Exploring how integrity, responsibility, consent and self-control guide ethical choices and help us protect ourselves and others both online and offline. Social – Developing mature, respectful relationships through effective communication, healthy boundaries, responsible digital behaviour and positive decision-making. Cultural – Appreciating diverse beliefs, cultures and perspectives while recognising our shared responsibility to build safe, respectful and inclusive communities.	
British Values	Individual Liberty – Developing confidence to exercise free will responsibly, make informed choices, protect personal wellbeing and use technology safely.	

	Mutual Respect – Demonstrating empathy, respect and responsible communication while valuing other people's rights, privacy, beliefs and opinions. Rule of Law – Understanding how school rules, UK laws and online legislation protect individuals from abuse, harassment, cyberbullying and harmful behaviours, and recognising the legal consequences of drugs, alcohol and tobacco misuse.
School Values	We are happy – Developing mindfulness, emotional awareness and healthy relationships that help us flourish and enjoy living our one life well. We are safe – Understanding online risks, recognising harmful behaviours, making informed choices about substances and protecting our physical and mental wellbeing. We enjoy a challenge – Strengthening resilience and self-control by using the power of now to respond wisely when faced with stress, pressure or difficult decisions. We celebrate diversity – Respecting different beliefs, cultures, identities and opinions while creating inclusive, supportive relationships both online and offline. We show respect – Demonstrating integrity, responsibility, empathy, consent and kindness through our communication, behaviour and choices. We are ready and fit for our future – Developing emotional regulation, digital citizenship, healthy lifestyle habits and responsible decision-making that prepare us to thrive in secondary school and throughout adult life.

Summer 2		
UKS2	Balancing Doing & Being, Being Safe and Healthy	
	Year 5	Year 6
	L1 – Mental Fitness: Balancing Doing and Being – Building self-esteem by accepting our strengths and weaknesses and developing healthy habits. L2 – Mental Fitness: Balancing Doing and Being – Understanding how balancing doing and being protects our brains, supports wellbeing and reduces unhealthy dopamine habits. L3 – Physical Fitness: Health Prevention – Preventing illness through self-care, oral hygiene, healthy nutrition and informed lifestyle choices. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy, healthy boundaries and safeguarding. L5 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code to reduce harm. L6 – Connection Lesson: Reflecting on how balance, self-care and personal safety prepare us to live our one life well.	L1 – Mental Fitness: Balancing Doing and Being – Building self-esteem by accepting our strengths and weaknesses and developing healthy habits. L2 – Mental Fitness: Balancing Doing and Being – Understanding how balancing doing and being protects our brains, supports wellbeing and reduces unhealthy dopamine habits. L3 – Physical Fitness: Health Prevention – Preventing illness through self-care, oral hygiene, healthy nutrition and informed lifestyle choices. L4 – Social Fitness: Being Safe – Understanding self-respect, privacy, healthy boundaries and safeguarding. L5 – Social Fitness: Personal Safety – Recognising hazards, assessing risks and applying the Water Safety Code to reduce harm. L6 – Connection Lesson: Reflecting on how balance, self-care and personal safety prepare us to live our one life well.
Key Concepts to assess	L1 – Explain that everyone has unique strengths and weaknesses and that accepting both develops healthy self-esteem, resilience and mental fitness. L2 – Explain why balancing doing with time to simply be supports brain health, emotional wellbeing and reduces unhealthy dopamine-seeking behaviours. L3 – Explain how oral hygiene, limiting free sugars, healthy nutrition and personal hygiene prevent illness and protect long-term health. L4 – Explain how self-respect includes privacy, healthy boundaries, consent and recognising when to seek support from trusted adults. L5 – Explain how recognising hazards, assessing risks and following the Water Safety Code helps keep themselves and others safe.	L1 – Evaluate how accepting both strengths and weaknesses, avoiding unhealthy comparison and developing positive self-talk builds resilience, confidence and lifelong self-esteem. L2 – Evaluate how balancing productivity, rest, relationships, digital technology and healthy dopamine habits protects mental wellbeing, prevents burnout and supports emotional regulation. L3 – Evaluate how preventative health choices, including oral hygiene, reducing free sugars, sun safety, healthy nutrition and self-care reduce the risk of illness and promote lifelong wellbeing.

	L6 – Explain how balancing mental, social and physical fitness helps us make healthy choices for the future.	L4 – Evaluate how self-respect, privacy, healthy boundaries, consent and safeguarding knowledge empower people to protect themselves and maintain healthy relationships. L5 – Evaluate how recognising hazards, assessing risks and consistently applying the Water Safety Code and wider safety guidance enables responsible decision-making and helps prevent serious accidents. L6 – Evaluate how balancing doing and being, maintaining healthy habits and making safe, informed choices prepares us to thrive in secondary school and throughout adult life.
Vocabulary	self-esteem, strengths, weaknesses, balance, dopamine, self-care, oral hygiene, bacteria, privacy, boundaries, hazards, risks, Water Safety Code, wellbeing	Y5+ growth mindset, resilience, burnout, moderation, prevention, safeguarding, consent, accountability, risk assessment, self-awareness, emotional regulation, lifelong wellbeing
Experiences	Complete a Self-Esteem Action Plan, identifying personal strengths, weaknesses and one healthy habit to develop confidence while reducing unhealthy comparison with others. Carry out a Doing and Being Balance Audit, evaluating time spent on schoolwork, technology, relationships, exercise, sleep and relaxation before creating a personalised wellbeing plan that includes ways to reset, reconnect and relax. Investigate how healthy choices prevent illness by analysing food labels for free sugars, exploring oral hygiene routines and creating a sun safety campaign promoting SPF, shade and protective clothing. Explore safeguarding scenarios involving privacy, consent and healthy boundaries before role-playing assertive responses and identifying trusted sources of support. Analyse real-life water safety case studies, carry out a practical risk assessment and apply the Water Safety Code to different scenarios before creating safety advice for younger pupils. Complete a personal reflection using the One Life traffic lights, identifying one action to improve mental, social and physical fitness before transitioning to secondary school.	
SMSC	Spiritual – Reflecting on our identity, recognising our strengths and weaknesses and understanding how balance helps us become the best version of ourselves. Moral – Understanding that caring for our health, respecting boundaries and making safe, responsible choices demonstrate integrity and personal responsibility. Social – Developing mature relationships through healthy boundaries, teamwork, respectful communication and shared responsibility for keeping ourselves and others safe. Cultural – Appreciating that everyone has different strengths, experiences and backgrounds which enrich our communities and deserve to be valued and respected.	
British Values	Individual Liberty – Developing confidence to make informed, healthy choices while respecting personal boundaries and taking responsibility for our own wellbeing. Mutual Respect – Valuing ourselves and others by respecting privacy, recognising individual strengths and promoting supportive, healthy relationships. Rule of Law – Understanding that safeguarding procedures, health guidance, water safety rules and wider laws exist to protect individuals and communities from harm.	
School Values	We are happy – Building healthy self-esteem, recognising our strengths and maintaining a balanced lifestyle that supports lifelong wellbeing. We are safe – Protecting our physical and mental health through healthy choices, respecting privacy, recognising hazards and applying the Water Safety Code. We enjoy a challenge – Accepting that growth comes through perseverance, embracing challenges and developing habits that strengthen resilience. We celebrate diversity – Appreciating that everyone has different strengths, talents and experiences that make our communities richer and stronger. We show respect – Demonstrating respect for ourselves, our bodies, our privacy and the wellbeing of others through responsible choices and positive relationships. We are ready and fit for our future – Developing resilience, self-care, safeguarding awareness, healthy lifestyle habits and responsible decision-making that prepare us to flourish in secondary school and throughout adult life.	