


Children move from learning the language and basic concepts in EYFS towards independently applying them, making responsible decisions and supporting others by KS3.

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# 1. KNOW YOURSELF — Spirit, Soul/Heart, Mind and Body




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that I am a unique and special person. Begin to understand my **body, feelings, thoughts and inner self/spirit**. | Name and express feelings. Notice what my body needs. Talk to trusted adults. Begin to recognise what makes me special and how I **show up** to others. |
| **KS1** | Know that I am **more than just my body**. Begin to understand my **spirit/light, soul/heart, mind and body and** that each part is important. | Notice how my thoughts, feelings, body and behaviour are connected. Talk about my strengths, interests and feelings. Begin to care for every part of myself. |
| **LKS2** | Understand that **spirit/light, soul/heart, mind and body work together** to make me who I am. Understand that thoughts influence feelings, choices and behaviour. | Explain how the different parts of me affect how I **think, feel and behave**. Recognise my strengths and areas to develop. Make choices that help me feel balanced and well. |
| **UKS2** | Understand that I am a **whole person**, not defined by my appearance, achievements or possessions. Understand that my spirit/light, heart, mind and body all need care. | Use **self-awareness** to understand how I show up in different situations. Reflect honestly on my thoughts, feelings, choices and behaviour. Make choices that support my whole self and recognise when I need help. |
| **KS3** | Understand that I am **more than just a body** and that my spirit/light, soul/heart, mind and body are valuable and interconnected. Understand that developing a positive relationship with every part of myself supports identity, purpose, wellbeing and healthy choices. | **Make friends with every part of who I am.** Recognise patterns in how I think, feel and behave. Take responsibility for how I show up. Develop self-worth, purpose and healthy habits, and make intentional choices about the person I want to become. |

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## 2. STOP & CATCH — Self-Regulation




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that strong feelings can affect behaviour. Know that they can ask an adult for help. | Begin to pause, calm and use simple strategies with adult support. |
| **KS1** | Know that they do not have to act immediately on a feeling. Know simple calming strategies. | **Stop and Catch** with prompting. Pause before reacting and choose a safer response. |
| **LKS2** | Understand that they can control their response even when they cannot control the situation. | Independently use strategies such as pausing, breathing, moving away or seeking help. |
| **UKS2** | Understand that self-control is a choice and a skill that improves with practice. | Apply STOP & CATCH in increasingly challenging situations. Regulate emotions before making decisions. |
| **KS3** | Understand emotional regulation, triggers and personal strategies in greater depth. | Independently regulate responses, recognise when strategies are not working and seek appropriate support. |

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## 3. YOU OWN YOUR CHOICES — Personal Responsibility & Accountability




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that choices have consequences. Understand simple rules and expectations. | Make appropriate choices with adult guidance. Begin to recognise when they have made a mistake. |
| **KS1** | Know the difference between a choice and something outside their control. | Take responsibility for simple choices. Say sorry, put things right and try again. |
| **LKS2** | Understand responsibility, consequences and accountability. | Explain their choices. Accept consequences and take action to repair mistakes. |
| **UKS2** | Understand that responsibility means owning choices even when there are pressures from others. | Make responsible decisions independently. Resist inappropriate peer pressure. Reflect and learn from mistakes. |
| **KS3** | Understand personal responsibility, accountability and the consequences of decisions in more complex social situations. | Take ownership without blaming others. Make responsible choices and actively repair harm when appropriate. |

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# 4. DO WHAT IS GOOD & RIGHT — Moral Compass




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know basic ideas of kind, fair, unkind and unfair. | Begin to make choices that are kind and fair. |
| **KS1** | Know that doing the right thing can sometimes be difficult. | Tell the truth, act fairly and make good choices even when tempted not to. |
| **LKS2** | Understand values such as honesty, courage, fairness, compassion and respect. | Discuss moral dilemmas and explain why a choice is right or wrong. |
| **UKS2** | Understand that good decisions require thinking about consequences, other people and values. | Apply a moral framework to real-life situations. Stand up for what is right. |
| **KS3** | Understand that moral decisions can be complex and involve competing values and perspectives. | Reason, justify and evaluate decisions. Demonstrate integrity even when under pressure. |

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# 5. KEEP YOURSELF SAFE — Safeguarding




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know safe/unsafe and familiar/unfamiliar. Know trusted adults. | Stay close to safe adults and tell someone when something worries them. |
| **KS1** | Know basic personal boundaries, safe/unsafe behaviour and how to respond to worries. | Say no when appropriate, move away from unsafe situations and tell a trusted adult. |
| **LKS2** | Understand different types of risk, including online and offline risks. | Identify risks and make safer choices. Explain what they would do in a range of scenarios. |
| **UKS2** | Understand more complex safeguarding risks, including peer pressure, online risks, exploitation and inappropriate behaviour. | Recognise concerning behaviour, protect themselves and others and seek help promptly. |
| **KS3** | Understand increasingly complex risks and how circumstances can affect vulnerability. | Assess risk, make informed decisions, maintain boundaries and access appropriate support. |

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# 6. HELP-SEEKING — Speak Up & Keep Telling




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know which adults help keep them safe. | Tell a trusted adult when worried or upset. |
| **KS1** | Know that asking for help is a strength. Know they should keep telling if they are not listened to. | Use the **Help-Seeking Ladder** with support. |
| **LKS2** | Know different sources of help in school, at home and in the wider community. | Choose an appropriate person to speak to and explain their concern. |
| **UKS2** | Understand that some worries may be difficult or embarrassing to share but still need to be reported. | Persist in seeking help. Support friends to access trusted adults without taking responsibility for solving the problem themselves. |
| **KS3** | Understand formal and informal support networks and when different services may be appropriate. | Seek timely support independently and encourage others to access appropriate help. |

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# 7. HEALTHY RELATIONSHIPS — Respect & Boundaries




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know what makes a kind, safe friendship. | Share, listen, cooperate and begin to resolve disagreements. |
| **KS1** | Know that healthy relationships involve kindness, respect, listening and boundaries. | Communicate respectfully and seek help when relationships become difficult. |
| **LKS2** | Understand friendship, peer pressure, disagreement, boundaries and respectful communication. | Resolve conflict appropriately and recognise unhealthy behaviour. |
| **UKS2** | Understand that relationships change and can be affected by power, pressure and online communication. | Set and respect boundaries. Challenge unacceptable behaviour and seek help. |
| **KS3** | Understand healthy and unhealthy relationship patterns, consent, respect and appropriate boundaries. | Communicate assertively, recognise manipulation or pressure and make healthy relationship choices. |

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## 8. WELLBEING — Caring for Myself (Self-Care)




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know basic healthy routines and what helps them feel safe and happy. | Develop healthy routines and ask for help when needed. |
| **KS1** | Know the importance of sleep, movement, food, friendships and talking about feelings. | Make healthy choices and use simple wellbeing strategies. |
| **LKS2** | Understand how physical and emotional wellbeing are connected. | Build healthy routines and identify strategies that help them feel well. |
| **UKS2** | Understand influences on wellbeing, including relationships, technology, sleep, exercise and stress. | Make informed choices and recognise when wellbeing is deteriorating. |
| **KS3** | Understand the increasingly complex influences on physical and mental wellbeing. | Take ownership of healthy habits and seek appropriate support when needed. |

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## 9. RESILIENCE & PERSEVERANCE — Keep Going




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that learning can be difficult and mistakes are part of learning. | Have another go with encouragement. |
| **KS1** | Know that mistakes can help us learn. | Try different strategies and persevere with support. |
| **LKS2** | Understand perseverance, resilience and learning from setbacks. | Reflect on what went wrong and adapt their approach. |
| **UKS2** | Understand that resilience does not mean coping alone. Know when to persist and when to seek help. | Recover from setbacks, adapt strategies and ask for support appropriately. |
| **KS3** | Understand resilience as a combination of self-awareness, coping strategies, adaptability and support-seeking. | Respond constructively to failure, uncertainty and challenge while maintaining wellbeing. |

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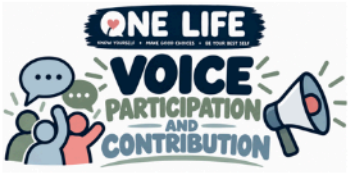
# 10. RESPECT, DIFFERENCE & BELONGING




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that people can be different and that everyone deserves kindness. | Include others and show respect. |
| **KS1** | Know that differences should be respected. Recognise obvious unfairness. | Challenge unkindness with adult support and include others. |
| **LKS2** | Understand diversity, equality, stereotypes and prejudice. | Challenge unfair treatment respectfully and value difference. |
| **UKS2** | Understand protected characteristics, discrimination, prejudice and inclusion in greater depth. | Recognise and challenge discriminatory behaviour and promote belonging. |
| **KS3** | Understand how identity, culture, beliefs and social influences can shape experiences. | Engage respectfully with difference, challenge prejudice and contribute to inclusive communities. |

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# 11. VOICE, PARTICIPATION & CONTRIBUTION




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that their ideas and feelings matter. | Express preferences and contribute to simple decisions. |
| **KS1** | Know that everyone has a voice and should listen to others. | Share ideas respectfully and take responsibility for simple roles. |
| **LKS2** | Understand how individuals can contribute to their school and community. | Take on responsibility and contribute to group decisions and projects. |
| **UKS2** | Understand that participation brings responsibility as well as rights. | Lead, organise, represent others and contribute to community life. |
| **KS3** | Understand active citizenship, participation and social responsibility. | Use their voice constructively, lead initiatives and contribute positively to wider society. |

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# 12. PREPARATION FOR LIFE & KS3 — Independence




| Stage | What children should KNOW | What children should DO |
|---|---|---|
| **EYFS** | Know that adults help them learn, stay safe and make good choices. | Follow routines and increasingly manage simple tasks independently. |
| **KS1** | Know the basic strategies that help them stay safe, healthy and responsible. | Apply strategies with decreasing adult support. |
| **LKS2** | Understand how ONE LIFE knowledge applies beyond the classroom. | Make increasingly independent choices and solve everyday problems. |
| **UKS2** | Understand that they are responsible for preparing themselves for increasing independence. | Apply ONE LIFE principles across school, home, online and community contexts. |
| **KS3** | Understand how self-knowledge, self-regulation, relationships, wellbeing, safeguarding and responsibility contribute to successful adolescence and adulthood. | Independently manage themselves, make informed choices, seek help, maintain healthy relationships and contribute positively to their community. |

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