An Overview of INTENT linked to the RSHE 2026 DfE Guidance

ONE LIFE
PHYSICAL FITNESS | SOCIAL FITNESS | MENTAL FITNESS

HT1 SELF-AWARENESS	HT2 RESPONSE SYSTEM	HT3 BOUNCING BACK	HT4 COMPASSION	HT5 POWER OF NOW	HT6 DOING & BEING
Mental Fitness (x3 lessons) **Self-awareness** is to 'know myself to grow myself' **Self-identity** includes my body, mind, soul and spirit **Spirituality** is seeking a deeper connection with something bigger than myself where I experience feelings of awe, love, peace and fulfilment. **Self-esteem** is how much I like myself **Self-Control** is stopping and catching myself to make sure I do what is good and what is right	**Mental Fitness (x3 lessons)** **Our response system** is our mind and body working together to protect us and keep us safe **Wise Owl** (upstairs brain), **Guard Dog** (amygdala) and **Emotion Elephant** (Hippocampus/emotional downstairs brain) **Emotions** are energy in motion **React** means to ACT quickly without thinking. **Response** leads to responsibility (power of the pause) **Toolkit** – practical ways to build mental fitness	**Mental Fitness (x 2 lessons)** **Bouncing back** is when we return to our usual selves after something difficult. **Adaptability** is to be like cooked spaghetti **Resilience** is to keep going even when something is difficult. **Forgiveness** is letting things go	**Mental Fitness: (x 3 lessons)** **Compassion** is suffering together **Self-compassion** means being your own best friend **Dopamine** makes you feel good **Oxytocin** makes you feel loved **SENSES approach** is sensitivity, empathy, non-judgmental, sympathetic, extra care and supportive **Empathy** is understanding somebody else's feelings **Sympathy** means feeling sorry for somebody else	**Mental Fitness: (X3 lessons)** **Power of Now** is being fully present in the moment **Mindfulness is** paying full attention to the present moment and noticing what's happening inside and around them, **Wise Owl** (upstairs brain), **Guard Dog** (amygdala) and **Emotion Elephant** (Hippocampus/emotional downstairs brain) **Attention** is focusing on one thing at a time	**Mental Fitness: x 2 lessons** **Exercise** is a physical activity that gets you moving, muscles work hard and strengthens our heart ang lungs **Obesity** is when somebody is significantly overweight **Confidence** is believing in yourself and your abilities **Ambition** means having a strong desire to do or achieve something important **Balance** means spending time and energy doing and being. **Acceptance** understanding and being okay with things as it is
RSHE Objectives: *That mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.*	***RSHE Objectives:*** *How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.*	***RSHE Objectives:*** *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.*	***RSHE Objectives:*** *That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.*	***RSHE Objectives:*** *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.*	***RSHE Objectives:*** *Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.*
Social Fitness: Families: **Social Fitness** is how we show up with other people **Love** is thinking about others more than yourself **Kindness** is thinking about people's feeling and making them feel good **Goodness** is doing what is good and what is right	**Social Fitness - Respectful, kind Relationships** **Moral Compass** is knowing the difference between right and wrong **Respect** is treating others in a way that shows you care about them and their feelings **A boundary** is a rule or a limit set to keep us safe **(Y5 &Y6) Integrity** is being honest and pure when no one is	**Social Fitness (lesson 3) – bouncing back in Friendships** **Courage** is being brave and do the right thing even if you are scared. **Honesty** is telling the truth with your words and actions **Trustworthy** is being someone who others can count on	**Social Fitness – compassion in relationships** **KS1: A stereotype** is a thought about other people based on their characteristics (MTYT) **KKS2: A stereotype** is a belief about other people based on their characteristics, which can be harmful and judgemental **Prejudice** is a harmful opinion that is not based on facts	**Social Fitness- being present in all relationships** **Love** is thinking about others more than yourself **Kindness** is thinking about people's feeling and making them feel good **Goodness** is doing what is good and what is right	**Physical Fitness – health and prevention** **Personal hygiene** is keeping their bodies clean and healthy to prevent germs and sickness **Bacteria** are small organisms that live everywhere **Virus** is a tiny non-living infectious agent that replicates inside a living cell

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Families provide love, security and stability. **Marriage and civil partnerships** (Y5/Y6) represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong.	looking. **(Y5/6) Humility** is knowing that you are no better than anyone else	**Y5/Y6 Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Y5/Y6 Controlling** is when you are directing or influencing another person's behaviour and choices	**Injustice** is a lack of fairness	**(Y5 &Y6) Integrity** is being honest and pure when no one is looking. **(Y5/6) Humility** is knowing that you are no better than anyone else **A boundary** is a rule or a limit set to keep us safe **Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Controlling** is when you are directing or influencing another person's behaviour and choices **Peer Pressure** is when someone makes you feel like you should do/say something you don't want to	**Allergy** occurs when a person's immune system reacts to substances in the environment that are harmless to most people **Immunisation** is a process where a person becomes protected against a disease through vaccination **Vaccine** is given (nasal, injection or oral) to prevent infectious disease.
RSHE objectives: *That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.*	***RSHE Objectives:*** *That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.* *How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. The conventions of courtesy and manners. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.*	***RSHE Objectives:*** *That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.*	***RSHE Objectives:*** *That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype*	***RSHE Objectives:*** *How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support with issues online.*	***RSHE Objectives:*** *How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.*

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Social Fitness – caring friendships **Friendships** can lead to happiness and security. **A caring friend s**hould make you feel good **Moral Compass** is knowing the difference between right and wrong **(Y5/6) Integrity** is being honest and pure when no one is looking. **(Y5/6) Humility** is knowing that you are no better than anyone else	**Physical Fitness – response to our one body** **Self-respect** is knowing that you are important and worthy, just for being YOU. **Self-care is** looking after your spirit, soul, mind and body **Acceptance** understanding and being okay with things as it is **Puberty** is the process of a child's body physically and emotionally changing to become an adult capable of reproduction. (Y5/6)	**Social Fitness x2 lessons – bouncing back from hard things** **Bullying is** repetitive, hurtful, intentional and an imbalance of power. **Cyber Bullying is** repetitive, hurtful, intentional and an imbalance of power in the virtual world. **Peer pressure** is when other children try to get you to think or act in a certain way. **Upstander** is someone who stands UP for what is GOOD and what is RIGHT **Bystander** is someone who stands BY when something wrong is happening.	**Social Fitness – compassion online** **4C's –** content, contact, commerce and conduct **Kindness** is thinking about people's feeling and making them feel good **Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble **Harm** is direct injury to body, mind, soul or spirit	**Social Fitness – being present in online relationships** **Online Privacy** is when you have control over their personal information and what they are sharing. **Evaluate** means to carefully judge and assess the quality, value or significance of something. **Data i**s information collected and stored **Kindness** is thinking about people's feeling and making them feel good **Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble **Harm** is direct injury to body, mind, soul or spirit **Y5 & Y6:** **Abuse** is when someone hurts or harms them in a way that is wrong or bad **Harassment** is any unwanted behaviour that causes harm and distress.	**Social Fitness – self-respect and being safe** **Body parts naming** **Privacy** is keeping in line with your body boundaries to keep you safe **A boundary** is a rule or a limit set to keep us safe **Assertive** is when you can confidently say what you need and want in a calm and friendly way. **Controlling** is when you are directing or influencing another person's behaviour and choices **Consent** is saying yes or no to stay safe.
RSHE objectives: *How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would always like. That most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.*	***RSHE Objectives:*** *The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. About growth and other ways the body can change and develop, particularly during adolescence.*	***RSHE Objectives:*** *How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That abuse, bullying*	***RSHE Objectives:*** *That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know How to recognise and display respectful behaviour online and the importance of keeping personal information private. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report*	***RSHE Objectives:*** *That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*	***RSHE Objectives:*** *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. The correct names of body parts, including the* ***penis****, vulva,* ***vagina,*** *testicles, scrotum, nipple (bold only in ONE LIFE). Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.*

		and harassment can take place online and that this can impact wellbeing	*concerns and get support with issues online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.*	*How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.*	***NB:** The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. – NOT COVERED IN ONE LIFE*
Physical Fitness (x1 lesson) **Health is** physical, mental and social wellbeing and not just the absence of disease. **Nutrition** is a balanced and nutrient dense diet providing energy, development and activity.	**Social Fitness- being safe** **A boundary** is a rule or a limit set to keep us safe **Self-respect** is knowing that you are important and worthy, just for being YOU. **Consent** is saying yes or no to stay safe.	**Physical Fitness – bouncing back physically** **Self-care is** looking after your spirit, soul, mind and body	**Physical Fitness – compassion in an emergency** **999** **Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble	**Physical Fitness: being present in my choices – drugs, alcohol, smoking and vaping** **Addiction** is having a strong urge to do something that is hard to control and can be harmful. **Legal and illegal harmful substances are** substances that changes the way their body works in a negative way **The Reward System** is the behaviour and reward loop **Dopamine** is the reward hormone **Habit** is a repeated behaviour **Duty** is a responsibility or a task they are expected to do	**Social Fitness – personal safety** **Hazard** is something that could cause harm or injury **Risk** is a situation which lead to danger **Caution** is being careful or paying attention to avoid getting hurt or into trouble **Harm** is direct injury to body, mind, soul or spirit
RSHE objectives: *What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*	***RSHE Objectives:** What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult*	***RSHE Objectives:** The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn*	***RSHE Objectives:** How to make a clear and efficient call to emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries, including head injuries.*	***RSHE Objectives:** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive*	***RSHE Objectives:*** *About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.*