



One Life Newsletter

Autumn 1 2025

Personal Development



Welcome to the first addition of the *One Life* newsletter. This provides an overview of what your child has been learning during the Autumn term and offers some simple suggestions to reinforce this learning at home.

Children are growing up in an increasingly challenging world, and now more than ever we want to be bold and intentional in helping them to build their **physical, mental and social fitness** so they can live their *one life* well.

Focus One: Self-Awareness



Research suggests self-awareness is one of the most important skills for lifelong personal development. In our *One Life* lessons, children have been exploring:

- Who they are
- How they “show” as their unique selves
- Their strengths
- Their areas for growth
- Why accepting themselves matters for confidence and wellbeing

We want all our children to develop a strong sense of self to feel good about who they were born to be. UK statistics show that many young people experience low self-esteem, which psychologists link to mental health challenges. Our aim is to build children up so they feel valued, capable and confident.

Thoughts, feelings and the Power of the Mind



A key part of self-awareness is learning that *we are not our thoughts or feelings*. Everyone has unhelpful thoughts sometimes, we can learn to notice our thoughts without believing them - we are the *watcher* of our thoughts.

To support this, children have created their own **inner cheerleader** (supportive, encouraging voice) and **inner critic** (unhelpful voice that can hold us back). We encourage children to listen to the helpful thoughts that help them shine.

Social Fitness: Families and Friendships



We have been developing children's social fitness by focusing on relationships. Children have explored how families may look different, but are all built on love, care and protection. We have discussed why strong family connections support happiness and mental wellbeing.

Children have learnt that caring friendships are built on kindness, honesty, forgiveness, trust and respect.

We have normalised that friendships can have ups and downs, and later in the year children will learn more about conflict resolution. Our message is: **what matters most is how we make others feel.**

Healthy Choices and Self-Awareness



Children have been encouraged to think about what they consume and how it affects their bodies and minds.

We have explored the link between food, energy and mood. The importance of a balanced diet and to be mindful of sugar intake.

This can be further supported through healthy snacks and packed lunches - it makes a real difference to children's concentration and learning!

At home...



Ask your child:

- What makes them a special human being
- About their inner cheerleader and how it helps them at school

Our Morning Routine explained

To support emotional regulation and readiness to learn, we start each day with a consistent routine:

- **Safe Touch** - children choose how to greet their teacher (high five, handshake, hug or fist bump) helping them feel valued and connected.
- **Thought splat / Journaling** - children write down worries or thoughts so they can make space for learning.
- **Mindful minute** - breathing exercises help calm the nervous system so children are ready to learn.
- **Affirmation** - positive "I am" statements such as *I am loved. I am safe. I am enough.*
- **Wise words** - inspiring messages and quotes to encourage reflection and growth.



We believe that when children know better, they can do better - and thrive in their *one life*.

Thank you for your continued support.

Miss Marchant
KS1 Leader
PSHE Leader

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Personal Development

Children have been building on their *One Life* learning and thinking more deeply about how to live their one life well.

Our focus has been on strengthening **mental and social fitness**, helping children to understand their emotions, their bodies and their relationships with others.

Focus Two: Understanding Our Response System

Children have been learning about their **response system** and how it helps to keep them safe. We have explored how the brain and the nervous system work together, and how:

Situations → Thoughts → Emotions → Urges → Actions

Children are learning that *all emotions are okay*, but that emotions should not grow too big or lead to unkind or unsafe behaviour. We are helping them to develop the self-awareness to pause and choose actions that are kind and respectful to themselves and others.



Key ideas and strategies taught include:

- **Breathing** – as the most effective way to reset the nervous system.
- **Wise Owl, Guard Dog and Emotional Elephant** – to help children understand different emotional responses.
- The importance of **respect** – for ourselves and others.

We want children to know that *it is okay to not be okay* and to feel confident using strategies to manage life's ups and downs.

Body Image, Self-Respect and Self-Love



Young people are growing up in an increasingly judgemental world, particularly around **body image**. Research shows that comparisons can have a serious impact on self-esteem and mental health.

Our aim has been to ensure every child understands that their body is a **good body**. All bodies are different, unique and change at different times.

Children have been encouraged to respect their bodies, using kind words to show self-love and care, understanding they only get *one body* and it deserves nurturing.

This learning lays the foundations for respectful relationships with others.

Managing Big Emotions: The STOP Method



To support emotional regulation, children have been taught the **STOP** method:

- **S - Stop**
- **T - Take a breath**
- **O - Observe** what is happening inside your body
- **P - Proceed** with a kind and helpful choice

This strategy helps children recognise when emotions are flooding their bodies and gives them a practical way to respond calmly and safely to everyday challenges.

Social Fitness, Boundaries and Staying Safe



Children have continued to develop their **social fitness** by learning how to build respectful and safe relationships.

Learning has included:

- Understanding **boundaries** and why they matter
- Body boundaries
- Consent and body privacy (age appropriate)
- Knowing *how to say no* and respect others' boundaries

Safe touch has been reinforced through our daily morning routine. Our aim is for children to show love and respect themselves and others, helping them to build healthy, respectful relationships.

At home...



Ask your child:

- What have they learned about boundaries and staying safe

Reflection Friday & The Basics

Every Friday, children take part in **Reflection Friday**, beginning with safe touch to help them feel seen, secure and valued. Children then reflect on the choices they have made around the *basics*:

- **Exercise** - 60 mins per day (30 mins in school, 30 mins outside of school)
- **Nutrition** - balanced, nutritious diet with an awareness of excess sugar
- **Sleep** - at least 10 hours per night
- **Hydration** - drinking the number of glasses for their age

These basics are essential building blocks for children's physical, mental and social fitness.

Thank you for your continued support with the *One Life* programme. We are incredibly proud of how thoughtfully and maturely our children are engaging with this important learning.

Miss Marchant (KS1 Leader/PSHE Lead)