



THE CONSORTIUM
ACADEMY TRUST

Set for Success	EYFS	1	2	3	4	5	6
Relationships							
Families and people who care for me <i>*Special people</i> <i>*Diverse families</i> <i>* Close positive relationships</i>	<p>Talk about the roles different people (e.g., Friends, relatives and care giving jobs) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>How to talk about and share their opinions on things that matter to them</p> <p>Understand that families can all look different.</p>	<p>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>Understand common features of family life</p> <p>Understand that there are different types of families including those that may be different to their own</p> <p>That it is important to tell someone (such as their teacher or trusted adult) if something about their family makes them unhappy or worried (DV)</p>	<p>Understand that they belong to various groups and communities and how they contribute to these.</p> <p>Explain with examples how friends and relations care for each other and use what they know about loss, coping with setbacks and resilience to say how they might cope in a range of challenging family situations, e.g., a new sibling, the loss of a family pet, a change of house</p> <p>Identify, describe with confidence, and respect differences and similarities between people and families and know how to express themselves in their own way, without causing others harm or offence</p>	<p>Recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>Know that a feature of positive family life is caring relationships; know about the different ways in which people care for one another</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>Recognise and respect that families are unique and there are different types of family structures (including single parents, same-sex parents, stepparents, blended families, foster parents/grandparents); and that families of all types can give family members love, security, and stability</p>	<p>Explore together why loving, stable families (including same sex families) are important for raising babies and what children and adults gain from the support of a wider family or community</p>
Caring friendships <i>*Qualities of a good friend</i> <i>*Managing feelings</i> <i>*Resolving disputes</i> <i>*Peer influence</i>	<p>Identify and name some feelings</p> <p>Begin expressing and self-regulate their own feelings</p> <p>Children can express some of their positive qualities</p> <p>Know about how people make friends</p>	<p>Understand about how people make friends and what makes a good friendship</p> <p>Know how to recognise when they or someone else feels lonely and what to do.</p> <p>Know simple strategies to resolve arguments between friends positively</p> <p>Know how to ask for help if a friendship is making them feel unhappy</p>	<p>Understand how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Understand that healthy friendships make people feel included recognise when others might feel lonely or excluded; strategies for how to include them</p> <p>Understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>Know what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>	<p>Have strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>Recognise how friendships can change over time and understand the benefits of making new friends and have different types of friends.</p>	<p>Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Recognise the effect of online actions on others and friendships</p>

<p>Respectful relationships</p> <p><i>*Marriage</i></p> <p><i>* Divorce</i></p> <p><i>*Respecting self and others</i></p> <p><i>*Resisting pressure</i></p>	<p>Children can describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another</p> <p>Begin to learn how to listen to other people and play and work cooperatively and respectfully</p> <p>About how to treat themselves and others with respect; how to be polite</p>	<p>Explain how we are all unique and can give some of the ways we are different from and similar to each other and respect those differences (for example, family units, physically, in character, personality or backgrounds or beliefs)</p> <p>Know how to listen to other people and work and play cooperatively</p>	<p>Understand the importance of self-respect and how this links to their own happiness and how to polite and courteous.</p> <p>Basic techniques for resisting pressure to do something they do not want to do, and which may make them unsafe</p> <p>How to talk about and share their opinions on things that matter to them</p>	<p>Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>Understand about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>Respect the difference and similarities between people and recognise what they have in common with others</p>	<p>Know that forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others</p> <p>Know that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Know that people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart (Divorce)</p> <p>Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
<p>Being Safe</p> <p><i>*Safe relationships and behaviours</i></p> <p><i>*Privacy</i></p> <p><i>*Boundaries</i></p> <p><i>*Permission seeking</i></p> <p><i>*Consent</i></p>	<p>Begin to discuss how to respond safely to adults they do not know</p> <p>Begin to understand that their information is private e.g., do not share their address</p>	<p>To recognise that some things are private and the importance of respecting privacy; those parts of the body are covered by underwear</p> <p>Understand how to respond safely to adults they do not know</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>About knowing there are situations when they should ask for permission and when their permission should be sought (Consent)</p>	<p>About the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>To have a deeper understanding about privacy and personal boundaries</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) - Consent</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>To know about the principles of consent: seeking and giving permission in different situations including strategies to respond to unwanted physical contact</p> <p>Know about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content, and contact; how to report concerns</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>	<p>Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (Consent)</p>

<p>Managing hurtful behaviour</p> <p><i>*bullying (including online)</i></p> <p><i>*social awareness</i></p> <p><i>*seeking support</i></p> <p><i>*stereotyping</i></p> <p><i>*personal safety</i></p> <p><i>*discrimination</i></p> <p><i>*protected characteristic</i></p> <p><i>*racism</i></p>	<p>Recognise some examples of what kind and unkind behaviour is.</p> <p>Begin to understand what bullying is and to recognise that it is wrong</p> <p>Have some understanding of the effect of their behaviour on other people and how it makes them feel</p> <p>Know how to ask for help if a friendship is making them feel unhappy</p> <p>Begin to recognise our protected characteristics</p>	<p>Understand what kind and unkind behaviour looks like and how this can affect others and how to respond to this (bullying)</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things (including online)</p> <p>Simple strategies to resolve arguments between friends positively</p> <p>Express how people may feel if they experience hurtful behaviour or bullying and know what to do.</p> <p>To recognise our protected characteristics</p>	<p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.</p> <p>Know how to report bullying and the importance of telling a trusted adult</p> <p>Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>To recognise our protected characteristics</p>	<p>Recognise a range of negative behaviours such as teasing, bullying, stereotyping, and understand the consequences of such behaviour; that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise and have a greater understanding of the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices</p> <p>To recognise our protected characteristics</p>	<p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying, prejudice and racism on individuals and communities</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support</p> <p>To recognise our protected characteristics</p>	<p>Children revisit the signs and consequences of bullying they might encounter as they grow up and move on to new learning contexts (e.g., gangs/peer pressure), and express ways of responding to it and ways of helping others to respond to it, as well as helping others to make a change in their behaviours.</p> <p>Be aware of discrimination: what it means and how to challenge it (including the protected characteristics)</p>	<p>Children learn more about 'social awareness' and can identify some factors around a specific set of examples that affect how people think and feel, e.g., social exclusion, racism; children explore these experiences from others' perspective (including the protected characteristics)</p> <p>Discuss when online or offline behaviours are making them feel unsafe or uncomfortable; understanding the importance of how to manage this and ask for support if necessary</p>
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Set for Success	EYFS	1	2	3	4	5	6
Health and Well-Being							
Physical Well-being <i>*healthy lifestyles</i> <i>*physical wellbeing</i> <i>*cigarettes, drugs and alcohol</i>	Begin to think about what keeping healthy means; with support names some ways to keep healthy	Understand what keeping healthy means; discuss and identify different ways to keep healthy Identify the people who help us to stay physically healthy	Discuss how physical activity helps us to stay healthy; and ways to be physically active everyday	Know what good physical health means; how to recognise early signs of physical illness Know how and when to seek support if they are worried about physical health.	Understand how regular (daily/weekly) exercise and sleep benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle Begin to know the risks and effects of legal drugs common to everyday life (vaping, cigarettes, alcohol, medicines)	Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use or give to others. Have knowledge of the risks and effects of legal drugs common to everyday life (vaping, cigarettes, alcohol, medicines)	Have a greater understanding of the risks of drugs, alcohol and tobacco and the effects these have on your body and long-term health. Consider why people choose to use or not to use drugs (including nicotine, alcohol and medicines) and about the mixed messages in the media about these things.
Healthy Eating <i>*physical wellbeing</i> <i>*nutrition</i>	To identify some healthy foods.	Recognise foods that support good health and the risks of eating too much sugar.	Begin to understand some of the risks associated with not eating a healthy and balanced diet.	Understand about what constitutes a healthy diet; how to plan healthy meals;	Recognise the benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	Understand how nutritional variation can support different parts of the body.	Have a greater understanding of what makes a lifestyle more or less healthy and describe how this can impact the way the human body functions.
Health and Prevention <i>*first aid</i> <i>*keeping safe</i> <i>*medicines</i>	Recognise a risk in simple everyday situations and what action to take to minimise harm. Understand about how to keep safe at home (including around electrical appliances and fire safety)	Understand simple hygiene routines that can stop germs from spreading Explain how often they should brush their teeth and why it is so important Know how to stay safe in the sun and protect the skin from sun damage. Understand how to keep safe at home and understand that household products (including	Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy Have a greater understanding about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Understand how to keep safe in familiar and	How to make informed decisions about health How to recognise signs of physical illness. Understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it About the benefits of sun exposure and risks of	Identify the elements of a balanced healthy lifestyle Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	Identify choices that support a healthy lifestyle, and recognise what might influence these Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed Understand what is meant by basic first aid; basic	Recognise that habits can have both positive and negative effects on a healthy lifestyle Know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn Know how and when to seek support, including

	<p>Name some people whose job it is to keep us safe.</p> <p>Begin to understand what to do if there is an accident and someone is hurt.</p>	<p>medicines) can be harmful if not used correctly.</p> <p>Understand how to get help in an emergency (how to dial 999 and what to say)</p>	<p>unfamiliar environments and how to cross the road safely.</p>	<p>overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>Understand strategies for keeping safe in unfamiliar environments (rail, water, road and firework safety) Visitors</p>	<p>About the benefits of the internet and the importance of balancing time online.</p> <p>Understand the importance of taking medicines responsibly when needed.</p>	<p>techniques for dealing with common injuries.</p>	<p>which adults to speak to in and outside school, if they are worried about their health</p>
<p>Mental Well-being</p> <p><i>*Mental health</i></p> <p><i>*Feelings</i></p> <p><i>* Change, loss, or bereavement</i></p> <p><i>* Transition</i></p>	<p>Know about different feelings that humans can experience.</p> <p>How to recognise and name different feelings.</p> <p>How to seek help from others if they are feeling sad/upset.</p>	<p>Describe why sleep is important and different ways to rest and relax</p> <p>Know about different ways to play and learn; recognising when to take a break from TV or time online/IPADS.</p> <p>Know that people can have strong feelings that can affect people's bodies and how they behave.</p> <p>How to manage when finding things difficult.</p>	<p>Learn ways to manage big feelings that help to stay calm.</p> <p>How to recognise what others might be feeling about change or loss (including death)</p>	<p>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>Have a varied vocabulary to use when talking about feelings.</p>	<p>Discuss strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>Know about everyday things that can affect feelings and the importance of expressing feelings.</p>	<p>Have strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>How change and loss, including death and divorce, can affect feelings. Know ways of expressing and managing grief and bereavement.</p>	<p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Have a range of problem-solving strategies for dealing with emotions, challenges and change including transition to new schools.</p>
<p>Changing Bodies</p> <p>(Science)<i>*Ourselves - growing and changing</i></p> <p><i>*Puberty/menstruation</i></p> <p><i>*Reproduction</i></p>	<p>To name the main parts of the body</p>	<p>Describe simple changes to the body that occur as we grow from young to old.</p>	<p>To name the main parts of the body including genitalia (vagina, penis, testicles, bottom)</p>	<p>To understand the process of reproduction and birth as part of the human life cycle.</p>	<p>To have a more in depth understanding of how the body changes and grows</p>	<p>To have a good understanding of how the body changes and grows during puberty including the menstruation cycle and the process of reproduction.</p>	<p>To have a greater understanding of the process of reproduction and birth as part of the human life cycle; how babies are conceived and born and that reproductions are a choice.</p>

Set for success	EIFS	1	2	3	4	5	6
Living in the Wider World							
Online Safety – Computing curriculum	Children understand that they should be kind online	Children know basic rules to stay safe online.	Children know how to stay safe online including what is meant by personal information and what should be kept private and the importance of telling a trusted adult if something worries them.	Children know how to stay safe online and how to manage requests for personal information.	Children know how to stay safe online and how to report concerns of inappropriate content or contact.	Children know how to stay safe online and have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.	Children know how to stay safe online and demonstrate the safe and respectful use of a range of different technologies and online services.
	Children understand to tell an adult if something that makes them sad/upset happens online	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.	Children know the implications of inappropriate online searches.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure.	Children can explore key concepts relating to online safety using concept mapping such as 2Connect.	Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	They identify more discreet inappropriate behaviours through developing critical thinking, e.g., 2Respond activities.
	Children begin to understand that their information is private e.g. do not share address/full name online	Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.	They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.	They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash.	They can help others to understand the importance of online safety.	Children know a range of ways of reporting inappropriate content and contact.	They recognise the value in preserving their privacy when online for their own and other people's safety.
Media Literacy and Digital Resilience	Begin to name ways which technology can be used e.g., games/reading/working	Discuss the role of the internet in everyday life	Understand how the internet and digital devices can be used safely to find things out and to communicate with others	Recognise ways in which the internet and social media can be used both positively and negatively	Know about some of the different ways information and data is shared and used online, including for commercial purposes	Know how information on the internet is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information	Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
		Understand that not all information seen online is true		Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results			Understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

<p><u>Economic Well-being:</u></p> <p><i>*money</i></p>	<p>Understand what money is used for</p> <p>Begin to recognise that money can buy different things</p>	<p>Understand what money is; forms that money comes in; that money comes from different sources</p> <p>Know that people make different choices about how to save and spend money</p>	<p>Discuss the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>Understand that money needs to be looked after; different ways of doing this</p>	<p>Discuss the different ways to pay for things and the choices people have about this</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p>Know that people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>Discuss different ways to keep track of money</p> <p>Consider risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>Consider the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>Identify the ways that money can impact on people's feelings and emotions</p>
<p><u>Economic Well-being:</u></p> <p><i>*aspirations</i></p> <p><i>*work and careers</i></p> <p><i>*democracy (Cg)</i></p>	<p>Name different careers and aspirations</p> <p>Begin to understand why different careers are needed e.g., to help others</p>	<p>Know that everyone has different strengths</p> <p>Know that jobs help people to earn money to pay for things</p>	<p>Discuss different jobs that people they know or people who work in the community do</p>	<p>Consider some of the strengths and interests someone might need to do different jobs</p> <p>Understand what democracy is in the context of school life</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>What democracy is, and about the basic institutions that support it locally and nationally</p>	<p>Consider what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Know about some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Recognise a variety of routes into careers (e.g., college, apprenticeship, university)</p>
<p><u>Diversity:</u></p> <p><i>*Racism</i></p> <p><i>* Equality</i></p> <p><i>* Faiths and Beliefs</i></p> <p><i>* Communities</i></p>	<p>To recognise what makes them special</p> <p>To identify what they are good at, what they like and dislike</p> <p>Talk about the different groups they belong to</p>	<p>To recognise ways in which we are all unique</p> <p>Know about the different roles and responsibilities people have in their community</p>	<p>Recognise the ways, they are the same as, and different to, other people</p>	<p>To recognise their individual and personal qualities</p> <p>Describe the different groups that make up their community; what living in a community means</p> <p>To recognise that different groups should all be treated equally and understand the importance of tolerance and</p>	<p>Value the different contributions that people and groups make to the community</p> <p>Begin to understand some of the issues affecting our local community. (County lines)</p> <p>Identify racism including, language, behaviour</p>	<p>Understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Discuss prejudice; how to recognise behaviours/actions which discriminate against others (including racial discrimination); ways of responding to it if witnessed or experienced</p> <p>Have a greater understanding of the</p>

<p><i>*Radicalisation</i></p> <p><i>* Protected characteristics</i></p>				<p>respect (including faiths and beliefs)</p>		<p>Identify and understand the long-term effects of racism both in society and personally.</p> <p>Begin to understand the term radicalisation</p>	<p>term radicalisation and strategies to keep safe</p>
<p><u>Shared Responsibilities</u></p>	<p>Know about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>Consider how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Know about things they can do to help look after their environment</p>	<p>Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Know about the relationship between rights and responsibilities</p>	<p>Recognise there are human rights, that are there to protect everyone</p>	<p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)</p>