

# PSHE Association

## Our PSHE Education Programme of Study (Key Stages 1 – 4)

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The Department for Education (DfE) has, however, stated in section 2.5 of the [national curriculum framework](#) that '**All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice**'.

In the absence of a new programme of study from the DfE, the PSHE Association, in consultation with a wide variety of agencies and PSHE practitioners, has produced this programme of study based on the needs of today's pupils and schools. Our programme of study identifies the key concepts and skills that underpin PSHE education and help schools to fulfill their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

This programme of study covers Key Stages 1 to 4 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

We are committed to raising the standards of the subject nationally so offer this guidance free to all schools, though in order to bring this programme of study to life and tailor it to the specific needs of your school, pupils and community we strongly recommend that schools take up the additional support and CPD available through [membership of the PSHE Association](#).

## Purpose of study

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## Attainment targets

There are no attainment targets for PSHE education. Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process. These are available via the following hyperlinks:

- [End of Key Stages 1 and 2](#)
- End of Key Stage 3 [Economic Wellbeing](#) and [Personal Wellbeing](#)
- End of Key Stage 4 [Economic Wellbeing](#) and [Personal Wellbeing](#)

Opportunities for both Assessment for Learning and Assessment of Learning should be built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported.

## Subject Content

The three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education should respect and take account of pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'. The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills<sup>1</sup> as set out on the next page.

## Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- **Career** (including enterprise and economic understanding).

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The <u>intrapersonal</u> skills required for self-management	The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings	The skills of <u>enquiry</u>
<ul style="list-style-type: none"> <li>• Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour)</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Recognising some of the common ways our brains can ‘trick us’ or ‘trap us’ in unhelpful thinking (including generalisation, distortion of</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>• Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</li> <li>• Negotiation (including flexibility, self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>• Analysis (including separating fact from opinion)</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk</li> </ul>

<p>events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <ul style="list-style-type: none"> <li>• Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> </ul>	<p>and compromise)</p> <ul style="list-style-type: none"> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating social norms</li> <li>• Reviewing progress against objectives</li> </ul>
---	---	--

## Building your Programme of Study

The grid below, combined with the skills and concepts above, has been developed from the existing non-statutory programmes of study for PSHE education. It is intended to support schools in developing their own PSHE education programmes and should be used flexibly according to pupils' prior learning, experience, needs and readiness.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst this framework distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap and when planning, schools should draw from more than one theme. For example, sexual health has been included in 'Health' but should of course also be considered within the context of healthy relationships.

This framework is not definitive and schools should adapt and enrich it as they feel appropriate, including relocating learning in different Key Stages where appropriate to pupils' readiness or needs. PSHE education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Those planning PSHE education should liaise with colleagues responsible for other relevant subjects in order to ensure consistency for pupils: science, computing, citizenship, P.E., design and technology

and economic and business education, for example. They should also take account of existing school policies and DfE guidance documents including those relating to Sex and Relationships Education (it is essential that any aspect of sex and relationships education is taught within the school's sex and relationships education policy<sup>2</sup>), preventing and tackling bullying (including online bullying), safeguarding and equality.

### **Quality not quantity – Why 'less' may be 'more'**

Whilst the framework below identifies a broad range of important issues that pupils should learn about, it is essential that their experience of PSHE education is not simply a series of 'one off', disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is of course very important, schools have limited curriculum time and we therefore recommend that co-ordinators use local data and their knowledge of their own pupils' needs, to prioritise the topics that are most relevant to their pupils. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts.

Our world is rapidly changing and whilst the content of PSHE is vitally important it can quickly date. It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in the future.

## Key Stages 1 and 2

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### Core Theme 1: Health and wellbeing

#### Suggested Programme of Study for Health and wellbeing

*Pupils should be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

## Notes & Guidance: Core Theme 1. Health and wellbeing

Key Stage 1	Key Stage 2
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>• about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• the importance of and how to maintain personal hygiene</li> <li>• how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> <li>• about the process of growing from young to old and how people’s needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>• rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets)</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</li> <li>• to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> <li>• to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>• to recognise when and how to ask for help and use basic techniques for</li> </ul>



<ul style="list-style-type: none"> <li>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> </ul>	<p>resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <ul style="list-style-type: none"> <li>school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>how their body will change as they approach and move through puberty</li> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>about human reproduction</li> <li>strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</li> <li>the importance of protecting personal information, including passwords, addresses and images</li> <li>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul>
--	--

## Core Theme 2: Relationships

### Suggested Programme of Study for Relationships

*Pupils should be taught:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

<b>Notes &amp; Guidance: Core Theme 2. Relationships</b>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• to recognise how their behaviour affects other people</li> <li>• the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>• to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> </ul>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to recognize and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• that their actions affect themselves and others</li> <li>• to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>

<ul style="list-style-type: none"> <li>• to offer constructive support and feedback to others</li> <li>• to identify and respect the differences and similarities between people</li> <li>• to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>• how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>• the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>• to work collaboratively towards shared goals</li> <li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>• to recognise and manage 'dares'</li> <li>• to recognise and challenge stereotypes</li> </ul>
--	--

## Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

### Suggested Programme of Study for living in the wider world

*Pupils should be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

*\*It is important to read this section alongside any guidance produced by citizenship education organisations such as the [Association for Citizenship Teaching](http://www.acit.org.uk).*

<b>Notes &amp; Guidance: Core Theme 3. Living in the wider world</b>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• how to contribute to the life of the classroom</li> <li>• to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>• that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• that they belong to various groups and communities such as family and</li> </ul>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• to realise the consequences of anti-social and aggressive behaviours</li> </ul>

<p>school</p> <ul style="list-style-type: none"> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>	<ul style="list-style-type: none"> <li>• such as bullying and discrimination on individuals and communities</li> <li>• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• to think about the lives of people living in other places, and people with different values and customs</li> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>• to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• about enterprise and the skills that make someone 'enterprising'</li> <li>• to explore and critique how the media present information</li> </ul>
---	---

## Key Stages 3 and 4

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of pupils may be gaining direct experience of issues taught through PSHE education. Schools should not feel constrained by the Key Stage 3/4 demarcation shown below and should adapt their planning to reflect their pupils' needs and local priorities.

---

## Core Theme 1: Health and wellbeing

### Suggested Programme of Study for Health and wellbeing

*In order to develop the concepts and skills identified above, pupils should be taught:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health\*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support

6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

*\* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

<b>Notes &amp; Guidance: Core Theme 1. Health and wellbeing</b>	
<b>Key Stage 3</b>	<b>Key Stage 4</b>
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to recognise their personal strengths and how this affects their self-confidence and self-esteem</li> <li>• to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</li> <li>• to be able to accept helpful feedback or reject unhelpful criticism</li> <li>• to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</li> <li>• the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> <li>• the importance of taking increased responsibility for their own personal hygiene</li> <li>• the purpose and importance of immunisation and vaccination</li> <li>• that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</li> <li>• about contraception, including the condom and pill (see also <i>Relationships</i>)</li> <li>• the benefits of physical activity and exercise and the importance of sleep</li> </ul>	<p><b>Building on Key Stage 3, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</li> <li>• to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</li> <li>• the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</li> <li>• strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support</li> <li>• where and how to obtain health information, advice and support (including sexual health services)</li> <li>• to take increased responsibility for monitoring their own health (including testicular and breast self-examination)</li> <li>• how lifestyle choices affect a foetus</li> <li>• about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk</li> <li>• to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealized and artificial body shapes</li> <li>• about health risks and issues related to this, including cosmetic</li> </ul>

<ul style="list-style-type: none"> <li>• to recognise and manage what influences their choices about exercise</li> <li>• the importance of balance between work, leisure and exercise</li> <li>• what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>• what might influence their decisions about eating a balanced diet</li> <li>• how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>• about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</li> <li>• ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</li> <li>• a knowledge of basic first aid and life-saving skills</li> <li>• to understand risk within the context of personal safety, especially accident prevention and road safety</li> <li>• the positive and negative roles played by drugs in society (including alcohol)</li> <li>• factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse</li> <li>• to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence</li> <li>• the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</li> <li>• the safe use of prescribed and over the counter medicines</li> <li>• the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</li> <li>• about how to access local health services</li> </ul>	<p>procedures</p> <ul style="list-style-type: none"> <li>• how to recognise and follow health and safety procedures</li> <li>• how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts</li> <li>• about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)</li> <li>• the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke</li> <li>• understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> <li>• the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</li> </ul>
--	---



## Core Theme 2: Relationships

### Suggested Programme of Study for relationships

*Pupils should be taught:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

<b>Notes &amp; Guidance: Core Theme 2. Relationships</b>	
<b>Key Stage 3</b>	<b>Key Stage 4</b>
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• the skills and knowledge required to manage the transition to, and the expectations of, secondary education</li> <li>• to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</li> <li>• the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</li> <li>• to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation,</li> </ul>	<p><b>Building on Key Stage 3, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• strategies to manage strong emotions and feelings</li> <li>• the characteristics and benefits of positive, strong, supportive, equal relationships</li> <li>• parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</li> <li>• to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help</li> </ul>

<ul style="list-style-type: none"> <li>managing setback and compromise</li> <li>to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</li> <li>to explore the range of positive qualities people bring to relationships</li> <li>that relationships can cause strong feelings and emotions (including sexual attraction)</li> <li>the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships</li> <li>that the media portrayal of relationships may not reflect real life</li> <li>different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</li> <li>the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> <li>the roles and responsibilities of parents, carers and children in families</li> <li>how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li>to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li>to consider different levels of intimacy and their consequences</li> <li>to acknowledge the right not to have intimate relationships until ready</li> <li>to understand what expectations might be of having a girl/boyfriend</li> <li>about the difference between sex, gender identity and sexual orientation</li> <li>to recognise that there is diversity in sexual attraction and developing sexuality</li> <li>the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.</li> <li>That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.</li> <li>To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> </ul>	<ul style="list-style-type: none"> <li>managing changes in personal relationships including the ending of relationships</li> <li>to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</li> <li>about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3</li> <li>about impact of domestic abuse (including sources of help and support)</li> <li>the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</li> <li>about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</li> <li>how to access such organisations and other sources of information, advice and support</li> <li>about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> <li>how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> <li>To recognise when others are using manipulation, persuasion or coercion how to respond</li> <li>To understand the pernicious influence of gender double standards and victim-blaming</li> <li>to recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>to manage unwanted attention in a variety of contexts (including harassment and stalking)</li> <li>to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</li> <li>to assess readiness for sex</li> </ul>
---	--

<ul style="list-style-type: none"> <li>• about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</li> <li>• about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use</li> <li>• about the emotional aspects of relationships</li> <li>• about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice</li> <li>• to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting')</li> <li>• about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</li> <li>• the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li>• to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate</li> <li>• to recognise peer pressure and have strategies to manage both</li> <li>• to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> <li>• laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</li> <li>• about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</li> <li>• to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted</li> <li>• the support services available should they feel or believe others feel they are being abused and how to access them</li> </ul>	<ul style="list-style-type: none"> <li>• about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3</li> <li>• to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)</li> <li>• the reasons why parents choose to adopt or to place children for adoption</li> <li>• about abortion, including the current legal position and the range of beliefs, opinions and myths about it</li> <li>• the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support</li> <li>• that fertility decreases with age</li> <li>• the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</li> </ul>
---	---

## Core Theme 3: Living in the wider world: economic wellbeing, careers<sup>3</sup> and the world of work

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

### Suggested Programme of Study for living in the wider world

*Pupils should be taught:*

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Notes & Guidance: Core Theme 3: Living in the wider world	
Key Stage 3	Key Stage 4
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)</li> <li>• the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>• about discrimination, how to respond when being discriminated against</li> </ul>	<p><b>Building on Key Stage 3, pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>• to evaluate their own personal strengths and areas for development and to use this to inform goal setting</li> <li>• about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace</li> <li>• to think critically about extremism and intolerance in whatever forms they take</li> <li>• to recognise the shared responsibility to protect the community from</li> </ul>

<p>and their responsibilities towards others who are experiencing discrimination</p> <ul style="list-style-type: none"> <li>• to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes</li> <li>• about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills</li> <li>• to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability</li> <li>• different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work</li> <li>• about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</li> <li>• about different work roles and career pathways, including clarifying their own early aspirations</li> <li>• about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment</li> <li>• about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process</li> <li>• the benefits of being ambitious and enterprising in all aspects of life</li> <li>• about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</li> <li>• about different types of business, how they are organized and financed</li> <li>• to assess and manage risk in relation to financial decisions that young people might make</li> <li>• about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling</li> <li>• to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)</li> </ul>	<p>violent extremism and how to respond to anything that causes anxiety or concern</p> <ul style="list-style-type: none"> <li>• about harassment and how to manage this (including the workplace)</li> <li>• how their strengths, interests, skills and qualities are changing and how these relate to future employability</li> <li>• about the information, advice and guidance available to them and how to access it</li> <li>• to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)</li> <li>• about the range of opportunities available to them for career progression, including in education, training and employment</li> <li>• about changing patterns of employment (local, national, European and global)</li> <li>• to take full advantage of any opportunities for work experience that are available</li> <li>• about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)</li> <li>• about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')</li> <li>• about confidentiality in the workplace, when it should be kept and when it might need to be broken</li> <li>• to develop their career identity, including how to maximise their chances when applying for education or employment opportunities</li> <li>• to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</li> <li>• to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</li> <li>• their consumer rights and how to seek redress</li> </ul>
--	--

## Endnotes

1. Schools might also find it helpful to refer to the [‘Personal learning and thinking skills’ framework](#)
2. The PSHE Association has developed a [guidance document for schools on producing their SRE policy](#) which may be helpful in this regard.
3. Section 29 of the Education Act 2011 placed schools (including academies and free schools) under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11. From September 2013 this is extended to years 8-13 and [revised statutory guidance](#) has been published to reflect this change. Apart from the elements identified in this statutory guidance, it is for schools to decide the careers guidance provision to be made available based on the needs of pupils and the opportunities available.

Other sources of support include

- The Career Development Institute provides support for career educators and guidance professionals: [www.thecdi.net](http://www.thecdi.net)
- The Association for Citizenship Teaching provides support for developing the citizenship curriculum: [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)
- The Personal Finance education group (pfeg) provides access to resources and advice about financial education across the curriculum: [www.pfeg.org](http://www.pfeg.org)

## Acknowledgments

The PSHE Association would like to thank all the teachers, agencies and other professionals that have contributed to the development of this framework. In particular we would like to thank colleagues from the Association for Citizenship Teaching; Brook; the Career Development Institute; the Department for Health; the Economics, Business and Enterprise Association; the National Health Education Group; the National PSE Association for Advisors Inspectors and Consultants; the Institute for Health Promotion and Education; the Personal Finance Education Group; Public Health England; the RSE Hub; the Sex Education Forum; and Sheffield City Council’s Children and Young People’s Public Health team. We are also grateful to have built upon the work of many committed and talented practitioners and policy makers who have helped to develop PSHE education over recent years.

*The PSHE Association is the subject association representing teachers and other professionals teaching PSHE education in schools. It offers training, consultancy and other support and guidance on all aspects of PSHE education. For further information about this visit*

<http://www.pshe-association.org.uk>