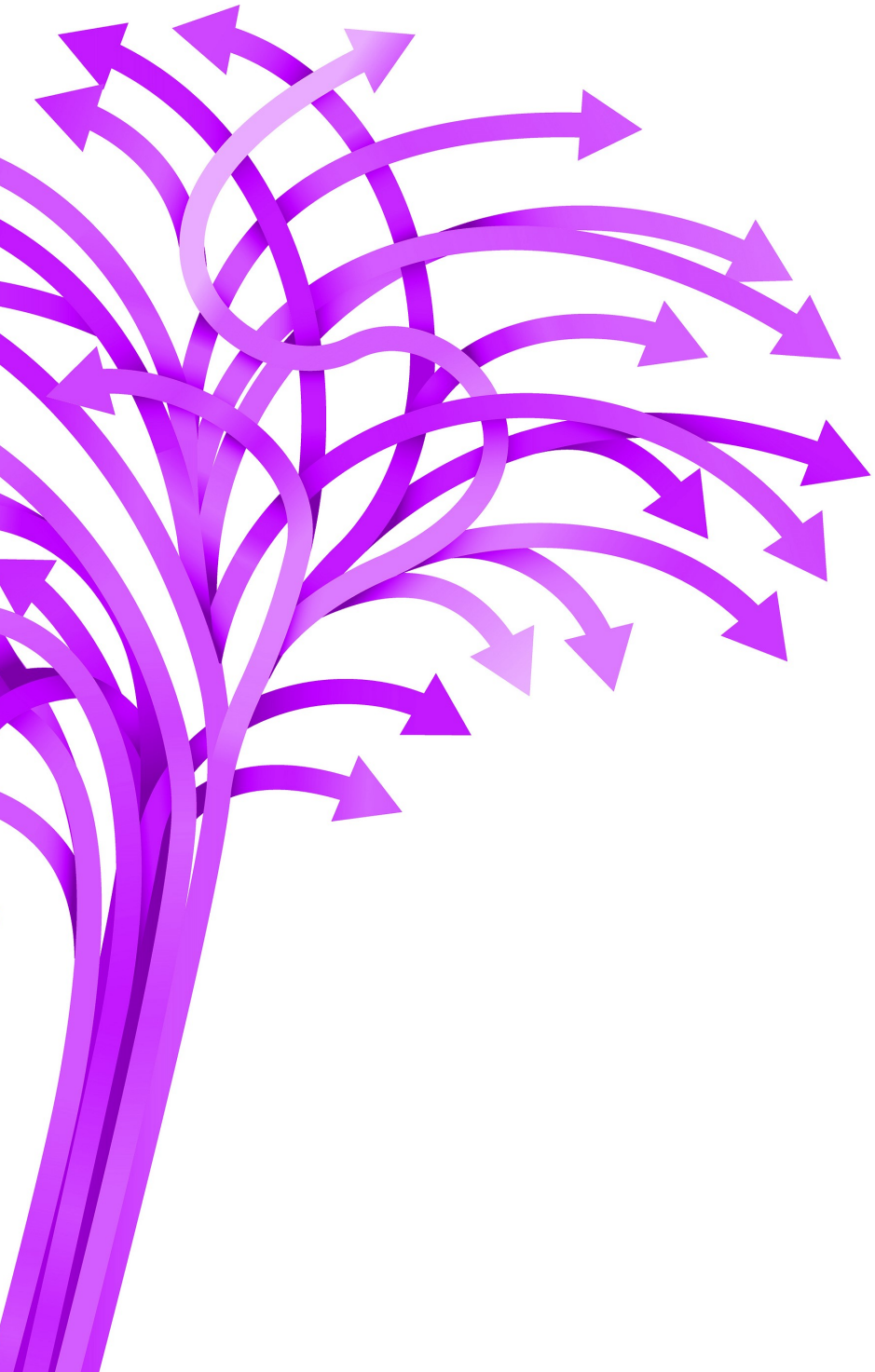

PSHE Association

PSHE Education Programme of Study

Key stages 1-5

Introduction

This is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

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

As the world changes, each new edition of this programme of study identifies new or emerging issues. It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

We continue to be committed to raising the standards of PSHE education nationally, so offer this guidance free to all schools. However, in order to bring this programme of study to life and tailor it to the specific needs of your school, pupils and community, we recommend that schools take up the additional support and professional development opportunities available through membership of the PSHE Association.

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PSHE education

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 equips pupils 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.

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 (see our evidence briefing A curriculum for life: the case for statutory PSHE education). 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. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

The PSHE Association has identified 10 key principles for effective practice in PSHE education and produced guidance on the key principles of effective prevention education, both of which are is available to download. In relation to the above, the aim for PSHE education is to provide pupils with:

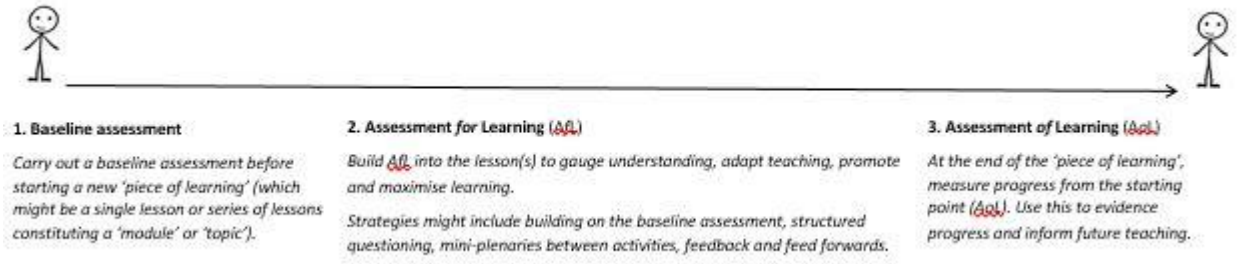
- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

ASSESSMENT

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



Progress in PSHE education should be recorded and reported to parents in line with all other non-core curriculum subjects. For support with assessment in PSHE education see the PSHE Association website, training courses and resources such as The scheme of work planning toolkit for key stages 1 and 2 and the PSHE education character curriculum toolkit, section 4.

THE OVERARCHING CONCEPTS, ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE EDUCATION

The programme of study is intended to support teachers to create a PSHE education programme that will enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless.

It is not enough to simply teach pupils *about* the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives.

For a school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of this programme of study for each key stage, as a context through which to develop the concepts, skills and attributes set out below.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **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)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set[1] and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
    - Active listening and communication (including assertiveness skills)
    - Team working
    - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
    - Leadership skills
    - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

[1] A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

BUILDING YOUR SCHOOL'S PSHE EDUCATION PROGRAMME

For each of the three core themes of the programme of study, there are grids suggesting learning opportunities for each key stage. These learning opportunities, provide the context through which your programme can develop the subject knowledge as well as the overarching concepts, essential skills and attributes set out above. The learning opportunities should be used flexibly according to pupils' development, readiness and needs, and taking account of prior learning, experience and understanding.

When thinking about PSHE education it can be helpful to think about three 'levels'. There are lessons that

- explicitly teach *about* an issue: the lessons that offer factual information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Therefore, whilst this framework distinguishes three separate core themes, in reality there will always be extensive overlap. So when planning schemes of work, schools may draw from more than one theme. For example, sex and relationships education (SRE) falls within both 'Health and wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also within the context of healthy relationships. (NB Any aspect of SRE must be taught within the school's SRE policy and the Department for Education's statutory guidance. See our guidance document for schools on producing their SRE policy and our additional guidance *SRE for the 21st Century*.

Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both.

This framework is not definitive and schools should adapt it as they feel appropriate. 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 attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in a particular school. Those planning PSHE education should liaise with colleagues responsible for other relevant subjects (such as science, computing, citizenship, P.E., design and technology and economic and business education) in order to ensure consistency for pupils. They should also take account of school policies and DfE guidance documents including those relating to 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, it is essential that pupils' 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 essential, schools have limited curriculum time and we therefore recommend prioritising the topic areas that are most relevant to their pupils using local data (for example see Public Health England CHIMAT data sets and your local authority's joint strategic needs assessment (JSNA)) and their knowledge of their own pupils' needs, for example by engaging with pupils in discussion; in-house research such as the use of pupil questionnaires, or 'draw and write'; and data provided by the school's pastoral staff. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop the essential skills and attributes. It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.

NOTE ON UPDATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

The PSHE Association Programme of Study is regularly updated to keep in line with best practice. Consequently, the learning outcomes set out below are subject to change or reordering. This version was last updated in January 2017.

KEY STAGES 1 & 2

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps 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

This core theme focuses on:

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, including 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

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. 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

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

H11. that household products, including medicines, can be harmful if not used properly

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. 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' including knowing that they do not need to keep secrets

January 2017 addition:

H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health

H2. 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'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. 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

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H10. to recognise, predict and assess risks in different situations and decide 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

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H16. what is meant by the term 'habit' and why habits can be hard to change

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H18. how their body will, and their emotions may, change as they approach and move through puberty

H19. about human reproduction

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that

actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

January 2017 addition:

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

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

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 1

Pupils should have the opportunity to learn:

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. to offer constructive support and feedback to others

R8. to identify and respect the differences and similarities between people

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R10. 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)

R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. 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 others' points of view

R11. to work collaboratively towards shared goals

R12. 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

R13. 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)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

January 2017 additions:

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

CORE THEME 3: LIVING IN THE WIDER WORLD
(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

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 diversity and equality and how 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. the part that money plays 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.*

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 1

Pupils should have the opportunity to learn:

L1. how they can contribute to the life of the classroom and school

L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L4. that they belong to different groups and communities such as family and school

L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

January 2017 additions:

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

L9. ways in which we are the same as all other people; what we have in common with everyone else

L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. to consider the lives of people living in other places, and people with different values and customs

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. 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)

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. what is meant by enterprise and begin to develop enterprise skills

L17. to explore and critique how the media present information

January 2017 additions:

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

KEY STAGES 3 & 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 young people 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. 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

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
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.*

KEY STAGE 3

Pupils should have the opportunity to learn:

H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

H3. to accept helpful feedback or reject unhelpful criticism

H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment

H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;

H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

H7. 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)

H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM

H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene

H10. the purpose and importance of immunisation and vaccination

H11. about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)

H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

H13. the benefits of physical activity and exercise and the importance of sleep

H14. to recognise and manage what influences their choices about exercise

H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise

H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

H17. what might influence their decisions about eating a balanced diet

H18. how the media portrays young people; to recognise its possible impact on body image and health issues

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

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H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)

H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

H26. the law relating to the supply, use and misuse of legal and illegal substances

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

H28. the personal and social risks and consequences of substance use and misuse, 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

H29. the safe use of prescribed and over the counter medicines

H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'

H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use

H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

H4. 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)

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

H7. how to take increased responsibility for maintaining and monitoring their own health

H8. how lifestyle choices affect a developing foetus

H9. 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

H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)

H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

H15. 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

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

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CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

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

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 3

Pupils should have the opportunity to learn:

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R5. that relationships can cause strong feelings and emotions (including sexual attraction)

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

R8. 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)

R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children

R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable

R11. the roles and responsibilities of parents, carers and children in families

R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context

R14. to understand what expectations might be of having a girl/boyfriend

R15. to consider different levels of intimacy and their consequences

R16. to acknowledge and respect the right not to have intimate relationships until ready

R17. about readiness for sex and the benefits of delaying sexual activity

R18. 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 consent is not given or is withdrawn, that decision should always be respected

R19. 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)

R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns

R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon

R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

R38. when the sharing of explicit images may constitute a serious criminal offence

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

R1. strategies to manage strong emotions and feelings

R2. the characteristics and benefits of positive, strong, supportive, equal relationships

R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

R6. managing changes in personal relationships including the ending of relationships

R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

R9. about the impact of domestic abuse (including sources of help and support)

R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

R12. how to access such organisations and other sources of information, advice and support

R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R14. 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)

R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

R16. to recognise when others are using manipulation, persuasion or coercion and how to respond

R17. to understand the pernicious influence of gender double standards and victim-blaming

R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour

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R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)

R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

R21. to assess readiness for sex

R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3

R23. 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)

R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering

R25. about abortion, including the current legal position and the range of beliefs and opinions about it

R26. 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

R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

CORE THEME 3: LIVING IN THE WIDER WORLD
(ECONOMIC WELLBEING, CAREERS 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.

This core theme focuses on:

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

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 3

Pupils should have the opportunity to learn:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)

L3. 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, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work

L11. 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

L12. about different work roles and career pathways, including clarifying their own early aspirations

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L14. 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

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. 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

L17. the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged

L18. to assess and manage risk in relation to financial decisions that young people might make

L19. about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others

L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- **L1.** to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- **L2.** about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- **L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- **L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- **L5.** how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- **L6.** how social media can offer opportunities to engage with a wide variety of views on different issues
- **L7.** to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- **L8.** the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- **L9.** about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- **L10.** how their strengths, interests, skills and qualities are changing and how these relate to future employability
- **L11.** about the information, advice and guidance available to them and how to access the most appropriate support
- **L12.** to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- **L13.** about the range of opportunities available to them for career progression, including in education, training and employment
- **L14.** about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- **L15.** to research, secure and take full advantage of any opportunities for work experience that are available
- **L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- **L17.** attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- **L18.** about confidentiality in the workplace, when it should be kept and when it might need to be broken
- **L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- **L20.** to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- **L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- **L22.** their consumer rights and how to seek redress

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KEY STAGE 5

By the end of this key stage many young people will leave home for the first time and live as independent adults, possibly in new and distant locations. Throughout this programme of study for key stages 1 to 5, there is a balance between preparing children and young people to manage their lives now and laying the foundation learning that will be gradually developed through the programme, as we prepare them for their future. As pupils move through the key stages this balance gradually shifts, as they gain increasing independence and begin to personally experience the topics or issues they have been taught throughout a developmental PSHE education programme. For example the average age of first experience of sexual intercourse in the UK is currently 16 so it is likely that many key stage 5 pupils will be sexually active.[2]

To expect young people to recall information accurately, draw on skills and strategies and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. It is therefore essential to continue to provide a comprehensive and relevant programme of PSHE education in key stage 5. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group. For example, recognising and rehearsing the language, skills and strategies for managing 'bullying behaviour' could be explored through abuse in the workplace or within their personal relationships; 'the use of alcohol' within the context of their personal safety, road safety or passenger safety; 'on-line safety' as part of protecting their on-line presence, personal reputation or avoiding identify theft and 'personal safety' through socialising in new locations.

Increasingly, future employers are asking potential employees not only to describe their key skills and attributes but also to evidence where they have demonstrated competence in applying them, for example describing when they have taken on a variety of roles within a team or led a team to a successful outcome. Work within PSHE education can provide opportunities to evidence these skills and attributes. This key stage represents our last opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education, ready for independent living and the next stage in their education or career.

NB – In planning your key stage 5 PSHE education programme, reflect on the Programme of Study for key stages 3 and 4. Check for any omissions in your own key stages 3 and 4 programme that would now be relevant and include them in your key stage 5 programme.

[2] Wellings K, 'Sexual behaviour in Britain: early heterosexual experience', *Lancet* , vol 358, 1 December (2001), 1843–1850.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition to increasingly independent living
2. how to maintain physical, mental and emotional health and wellbeing
3. how to assess and manage risks to their own and others' health and safety
4. how to identify and access help, advice and support including in new settings and situations
5. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
6. how to respond in an emergency including administering first aid
7. the influence of the media on lifestyle

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

H1. take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings); how to recognise illnesses that affect young adults, such as meningitis and 'freshers' flu'

H2. maintain a healthy diet, especially on a budget

H3. perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity

H4. maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep

H5. manage being 'new' in 'new places'; fitting in and making new friends;

H6. register with and access health services in new locations

H7. apply strategies for maintaining positive mental health

H8. recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety

H9. recognise when they, or others, need support with their mental health and how to access the most appropriate support

H10. recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support

available to manage these behaviours, and to access the most appropriate support for themselves or others *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

H11. recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health

H12. work alongside those with mental health issues and know how (and when) to provide support

H13. recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure

H14. assess and manage risk in different contexts; understand how risk is 'calculated' and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)

H15. understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements

H16. avoid contracting or passing on a sexually transmitted infection (STI); know what do to if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment

H17. manage online safety in all its forms; protecting their privacy; protecting their 'on line presence' and building and maintaining a positive personal reputation

H18. manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career

H19. manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis)

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including on-line)
4. the concept of consent in a variety of contexts
5. respecting equality and being a productive member of a diverse community
6. how to identify and access appropriate advice and support in new locations or communities

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

R1. develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'

R2. accept and use positive encouragement and constructive feedback

R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts;

R4. manage the ending of relationships safely and respectfully

R5. recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse

R6. understand and value the concept and qualities of consent in relationships

R7. understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent

R8. understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent

R9. seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape

R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views

R11. recognise and use language and strategies in order to manage pressure in a variety of forms and contexts

R12. manage issues of harassment (including on-line) and stalking; understand their rights and access support

R13. understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations

R14. negotiate and if necessary assert the use of contraception with a sexual partner

R15. understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it

R16. access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it

R17. access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

R18. recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety

R19. recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'

R20. recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons

R21. recognise forced marriage and 'honour' based violence; get help for themselves or others they believe to be at immediate or future risk

R22. understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM

CORE THEME 3: LIVING IN THE WIDER WORLD
(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

This core theme focuses on:

1. 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 in life, education and work
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. the economic and business environment
5. how personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers
6. how to live safely in an 'on-line' and 'connected' world

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

L1. travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)

L2. travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)

L3. plan a 'gap year'

L4. be a 'critical consumer' of on-line information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media

L5. set and maintain clear boundaries around their personal privacy; protect their personal reputation especially on-line; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)

L6. understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell

L7. exercise their legal rights and responsibilities; know who can support them if they have a grievance

L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion

L9. exercise their consumer rights; know who can help if they feel they have a grievance

L10. manage contracts; understand the process of renting items and accommodation; know who can support them if they need help

L11. plan their budget, especially when living away from home for first time

L12. understand and manage taxation and national insurance

L13. understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market

L14. understand savings options; know where to save, when to save and why

L15. understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt

L16. understand pensions and their importance; the benefits of starting early and making regular, realistic contributions

L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways

L18. be enterprising in life and work

L19. understand and be able to access further and higher education options and training, including apprenticeships

L20. understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols

L21. understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place

L22. recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment

L23. recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate

L24. apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;

L25. recognise and celebrate cultural diversity; understand what is meant by the global market

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The PSHE Association is the national body representing teachers and other professionals involved in PSHE education in schools. It offers training, consultancy and other support and guidance on all aspects of PSHE education.
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