

CROWMARSH CE PRIMARY

'Let Your Light Shine...' Matthew 5:16

Ms. Flora Cooper - Headteacher

01491 836-785 office.3200@crowmarsh-gifford.oxon.sch.uk



Joining Forces...

You may have already heard on the grapevine, but we are incredibly excited that in September, pre-school will officially be a part of Crowmarsh Gifford School. Even though we have always worked closely, this will allow us to all really be a team working together. The pre-school team are looking forward to being on board and already we have begun planning what September could look like. The opportunities that we will be able to give our pupils who begin from a pre-school age and stay with us, right through, until year 6 will be remarkable. We have lots of exciting plans afoot and cannot wait for this next new stage of our school to begin.

Changing Weather...

We are hoping the days will be warmer soon...the children have loved being outdoors as much as possible and teachers have been taking advantage of going outside. Please can we remember to pack our children up with sunhats and full water bottles? Also, please ensure your child has sunblock on and if they require it, they may pack more sunblock in their bags.

PSHE/RSE...

As you may know, the DFE rolled out a new PSHE/RSE curriculum – which includes Relationship and Sex Education. Attached to this newsletter is our updated policy that

has now been approved by governors, but which we are now sending to parents for review. Please read the documents attached to ensure you are fully aware of what the curriculum entails. The nurse team used to come to our school to deliver the 'puberty' talks to year 5 and 6, however, they are now no longer able to do this, therefore it is down to us to ensure this content is taught and delivered. Also attached is the overview of the curriculum from the PSHE Association that we will follow as a school. All of the curriculum is statutory, except for the non-compulsory 'sex education' that isn't covered by the Science curriculum. The policy attached explains everything in full detail.



UPCOMING EVENTS

Sports Events at Cranford House
Day Trips to Harcourt Arboretum

**Things turn
out best for
the people
who make the
best of the
way things
turn out.**

~John Wooden

mornings, so thought it would be pertinent to let all parents know what to expect (or not!). We are delighted to be able to make day visits again, slowly – as you will see in some of our upcoming events. So hoping that we resume some things as normal. At the time of writing, we are also planning for the year 6 residential to go ahead as it isn't until the end of June. So, lots of things to be excited for and lots of things to look forward to!

Have a look for some interesting viewing for the family!



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Meaningful May 2021

SATURDAY

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

1 Make a list of what matters most to you and why

2 Do something kind for someone you really care about

3 Focus on what you can do rather than what you can't do

4 Take a step towards an important goal, however small

5 Send your friend a photo from a time you enjoyed together

6 Look for people doing good and reasons to be cheerful

7 Let someone know how much they mean to you and why

8 Set yourself a kindness mission to help others today

9 Notice the beauty in nature, even if you're stuck indoors

10 What values are important to you? Find ways to use them today

11 Be grateful for the little things, even in difficult times

12 Listen to a favourite piece of music and remember what it means to you

13 Look around for things that bring you a sense of awe and wonder

14 Find out about the values or traditions of another culture

15 Do something to contribute to your local community

16 Look up at the sky. Remember we are all part of something bigger

17 Show your gratitude to people who are helping to make things better

18 Find a way to make what you do today meaningful

19 Send a hand-written note to someone you care about

20 Reflect on what makes you feel valued and purposeful

21 Share photos of 3 things you find meaningful or memorable

22 Find a way to help a project or charity you care about

23 Share a quote you find inspiring to give others a boost

24 Recall three things you've done that you are proud of

25 Make choices that have a positive impact for others today

26 Ask someone else what matters most to them and why

27 Remember an event in your life that was really meaningful

28 Focus on how your actions make a difference for others

29 Do something special and revisit it in your memory tonight

30 Today do something to care for the natural world

31 Find three reasons to be hopeful about the future



ACTION FOR HAPPINESS

Happier · Kinder · Together

Relationships and Sex Education Policy



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1. Overview

The Education Reform Act (Section 1) states that schools should provide a curriculum which “promotes the spiritual, moral, cultural, mental and physical development of pupils and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” Relationship and sex education is an important dimension of this statutory entitlement.

RSE is an umbrella term for all the teaching and learning we offer pupils to understand our own and others’ sexuality and to develop skills for relationships and informed decision making.

Crowmarsh Gifford believes that RSE is the entitlement of each child and is committed to deliver it within the context of a broad and balanced programme of health education¹.

2. Aims

We aim through implicit and explicit learning experiences to:

- Ensure that RSE is fully integrated into the PSHE and Science curriculum and not isolated, taken out of context or over-emphasised in any way.
- Foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationship education.
- Encourage schools to provide a RSE programme tailored to the age and the physical and emotional maturity of the children.
- Nurture a partnership between caring adults – governors, teachers, other staff and parents – to ensure sensitive support for children and young people as they grow and mature.
- Ensure children have the ability to accept their own and others’ sexuality.
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- Avoid sexual stereotyping and sexual discrimination.
- Adopt a whole school approach to RSE.

3. Benefits

Effective teaching of sex education will increase pupils’ knowledge of:

- Body language
- Human growth and development
- Families, parenting and life cycles.
- Safety and child protection.
- Helping agencies.

¹ Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health.

It will also enable pupils to:

- Improve their self-esteem.
- Make informed choices and decisions.
- Develop personal initiative and be able to take responsibility.
- Recognise personal skills and qualities in themselves and others.
- Maintain and develop relationships.
- Develop self-confidence.
- Develop assertiveness in appropriate situations.
- Develop the motivation to succeed

4. Context

We recognise that a planned, appropriate and sensitive approach to the provision of sex education is a fundamental entitlement of all our pupils. This policy statement will be continually developed in consultation with parents, pupils and governors, to reflect that we play a supportive and complementary role to that of parents in preparing pupils to meet maturely, the challenges of adult life.

The aim of the RSE policy is to clarify the provision of RSE to all pupils (including education about growth, puberty, reproduction, sexuality and sexual health) in line with our school values and as set out in the guidance published by the Department for Education. Relationship and sex education is delivered through PSHE and other appropriate elements of the curriculum.

This policy statement is designed to be complementary to, and supportive of, the role of parents in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parents/carers.

We aim to teach RSE in the context of the school's aims and values framework and in the belief that:

- It is an integral part of the learning process, beginning in childhood and continuing into adult life.
- It should be provided for all children and young people including those with physical, learning or emotional difficulties.
- It should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.
- It should foster self-esteem, self-awareness, the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility.
- RSE is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies and learn about their responsibilities to others.
- It is important to build positive relationships with others, involving trust and respect and taught in the context of marriage and family life.

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5. CURRICULUM CONTENT

Relationships education expectations

Pupils will need to know:

5.1 Families and people who care for the pupil

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterized by love and care
- that stable, caring relationships, which may be different types, are at the heart of happy families and are important for children's security as they grow up
- that marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded
- that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

5.2 Respectful relationships

- the importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others and that in turn they show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help
- what a stereotype is and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

5.3 Online relationships

- that people sometimes behave differently online, including by pretending to be someone they're not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

5.4 Being safe

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know
- how to recognise and report feelings of being unsafe or feeling unsure about any adult
- how to ask for advice or help for themselves or others and to keep trying until they're heard
- how to report concerns or abuse and the vocabulary and confidence needed to do so
- where to get advice (e.g. family, school and/or other sources)

6. Health education expectations

Pupils will need to know:

6.1 Mental wellbeing

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- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family; the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

6.2 Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted; inaccurate/misleading information can be presented as fact and that images can be altered and falsified.
- where and how to report concerns and get support with issues online

6.3 Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

6.4 Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

6.5 Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

6.6 Health and prevention

- how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- about safe and unsafe exposure to the sun; how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular checks at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to immunisation and vaccination

6.7 Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

6.8 Changing adolescent bodies

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

6.8 Sex education expectations (non-compulsory)

There is no list of expectations for sex education at the primary level, as it isn't compulsory at Crowmarsh Gifford (primary level), but we teach the following in Year 5 and 6 using guidance from the School Nurse Team and following the PSHE Association Framework:

- make sure boys and girls are prepared for the changes that adolescence brings
- draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived

7. The role of parents

Our school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education programme for their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

8. The right to withdraw

From September 2020, parents will not be able to withdraw their children from Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). However, parents will be able to withdraw their children from the non-compulsory Sex Education content outlined above, other than that which is part of the science curriculum.

Whilst we strongly encourage all pupils to take part in sex education lessons, which are always delivered in a safe learning environment underpinned by our school ethos and values, we will always let you know in advance of covering the non-compulsory sex education content above so that you can consider whether you wish to withdraw your child from the lesson.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

9. Consultation

This policy was shared with the parent governors, as representatives of the parents of Crowmarsh Gifford, for consultation in May 2021, with all responses considered by Governors before finalising for September 2021.

We fully recognise that the views of parents need to be borne in mind when developing a RSE policy.

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10. The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Along with the Governing Body the Headteacher will support the design of a programme of study which ensures that the central aims of this RSE policy are covered and which meet the needs of pupils. In doing this the Governing Body and Headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils.

The Headteacher may liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy and that they work within this framework and that of the school safeguarding policies.

10. Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes reference or a disclosure to being involved or likely to be involved in sexual activity or indicates that he/she may have been a victim of any kind of abuse then this will be dealt with as a matter of child protection and safeguarding. (See Child Protection and Safeguarding Policy.)

11. Implementation

The programme will teach about relationships, love and care and the responsibilities of parenthood as well as reproduction and sexual health. RSE is linked with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.

Teachers have a responsibility to ensure the safety and welfare of pupils. RSE will be undertaken within the broad framework of the Trust's core underpinning values and those of the school. The personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

Pupils need to be taught to behave responsibly towards reproduction and sexual health issues and be able to understand how to make informed decisions about relationships and their behaviour.

It is expected that a programme will be taught in the transition year for pupils moving to secondary school which will include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and how a baby is conceived and born.

12. Organisation

In order to help pupils make informed choices, establish a healthy lifestyle and build up a carefully considered system of values, the teaching methods used are as important as the content of the lesson.

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The participation of pupils in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways which are understood by others. This requires the use of a balanced range of teaching methods.

Boys and girls have separate sessions with the focus on growing and changing. They are given an opportunity to write questions and hand them to the teacher

13. Delivery of sex education

RSE may be carried out in a variety of different ways and by different specialists as well as teachers including:

- Trained staff within the PSHE programme
- School Nurse Team
- Police Schools Liaison Officer
- Youth and Community workers

Certain lessons are compulsory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children.

RSE will not be isolated, taken out of context or over-emphasised in any way.

14. Morals and Morality

Morals and morality are essential dimensions of relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies. Other values drawn from the school's core beliefs include promoting respect for each individual, positive self-esteem, self-respect and care for others. Pupils will be encouraged to consider the implications of these core values within the context of their relationships.

15. Relationships

Relationships have an important part to play in sex education. Friendship, making relationships, valuing friendship, will be topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage, together with relationships within the family, will be considered; together with roles, avoidance of stereotyping and acknowledging different attitudes and influences.

16. Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty our schools' programmes will include preparation for menstruation making adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

17. Sensitive issues

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk. Sensitive issues can sometimes be raised by pupils within Relationships and Sex Education lessons, due to it being a safe environment to raise questions. Where these occur, they will be dealt with sensitively and age-appropriately, in line with the principles of this policy.

18. Aspects of sexual behaviour raised outside the sex education programme

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the school's RSE programme.

In such cases, particularly since they may involve pupils whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities.

The Governing Body expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

19. Homosexuality

Crowmarsh Gifford Primary recognise that within society there are a range of views with regard to homosexuality. Any form of prejudice, victimisation and the use of homosexual slang as a form of abuse are against our schools' values and will not be acceptable (See Behaviour Policy and Anti bullying Policy). Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and our school will take a whole school approach to addressing prejudicial behaviour and attitudes.

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

In our school this aspect is explored with reference to long-term committed relationships, and friendships and a broader focus on the emotional aspects of sexuality, with positive discussion about the feelings we experience during relationships.

Parents are welcome to discuss any part of the RSE programme we provide, if they have any queries or concerns.

20. Sexuality and physical development

The awareness of self and physical changes that occur are important in sex education, including development and puberty (physical/mental and social development) and acceptance of the nature of the sexuality in others together with the pressures imposed by such as peers and the media.

21. Consent

RSE at Crowmarsh lays the foundations for developing empathy and understanding between girls and boys. Pupils are encouraged to consider the importance of equality and respect within friendships and relationships and to develop positive, non-violent behaviour.

22. Online and social media

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE encourages pupils to think about what they want others to know and see about them – whether on or offline. Teachers will address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum but doesn't cover the important relationship aspects, so it is vital to that our computing curriculum complements the RSE programme to avoid any contradictory messages.

'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' will be addressed in RSE as soon as it is identified as a potential issue. Teaching will cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

23. Visiting speakers

Visiting speakers may be used to help enhance the RSE programme. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils but, in a classroom situation, they should follow our school's Confidentiality Policy.

24. Confidentiality Policy

Teachers are required to adhere to Crowmarsh Gifford's statement on confidentiality.

Pupils will be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the pupil will be informed first and then supported, as appropriate.

It is only in the most exceptional circumstances that the school will be in the position of having to handle information without parental knowledge. Where younger children are involved this will be grounds for serious concern and child protection issues will need to be addressed.

PROGRAMME OF STUDY FOR PSHE EDUCATION

KEY STAGES 1-5



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.

A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

Find out more and become a member at www.pshe-association.org.uk

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INTRODUCTION

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their [academic potential](#).

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

COVERING THE STATUTORY CONTENT

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the [DfE Careers Strategy](#).

The final section of the Programme of Study sets out the content grids from the Statutory Guidance for Relationships Education, RSE and Health Education, mapped to the Programme of Study, clearly identifying the Programme of Study learning opportunities that address each bullet point from the statutory guidance.

We are committed to raising the standard of PSHE education nationally, so this Programme of Study is freely available to all. In order to access our new Programme Builders, which break down learning by year group into half-term blocks, and a wide range of additional support and professional development opportunities, we encourage all schools to [become members of the PSHE Association](#).

USING THE PROGRAMME OF STUDY

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan your programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. More on this and other relevant research can be found in the [evidence and research section](#) of the PSHE Association website.

The Programme of Study identifies a broad range of important issues, but it is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that your programme reflects the universal needs of all children and young people, as

well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for your pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include [Public Health England Child and Maternal Health \(CHIMAT\)](#) data sets, your local authority's joint strategic needs assessment (JSNA) and your own knowledge of your pupils' needs. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

A NOTE ABOUT THE LEARNING OPPORTUNITIES

Many of the learning opportunities, particularly in key stages 3 and 4, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns. The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers should endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

PSHE ASSOCIATION PROGRAMME BUILDERS

We have also published [Programme Builders](#) to accompany this Programme of Study, to support you in planning schemes of work tailored to your pupils. The Programme Builders provide five model programmes (two for primary, two for secondary and one for middle/prep schools), each comprising:

- **a long-term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark) that support each module

PSHE ASSOCIATION PLANNING FRAMEWORK FOR PUPILS WITH SEND



Also see our updated edition of the [Planning Framework for pupils with SEND](#) to accompany the PSHE Association Programme of Study for PSHE education, to support those of you working with SEND pupils in both special and mainstream settings.

The Planning Framework is organised into six sections:

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

ASSESSMENT

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" – therefore assessment for and of learning should be central to any PSHE education provision.

***For further guidance on assessment for, and of, learning in PSHE, see the PSHE Association's [guides to assessment in PSHE education](#).**

KEY STAGE 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 manage the physical and emotional 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

KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

Healthy lifestyles (physical wellbeing)

- H1.** about what keeping healthy means; different ways to keep healthy
- H2.** about foods that support good health and the risks of eating too much sugar
- H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4.** about why sleep is important and different ways to rest and relax
- H5.** simple hygiene routines that can stop germs from spreading
- H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8.** how to keep safe in the sun and protect skin from sun damage
- H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10.** about the people who help us to stay physically healthy

KS2 Learning opportunities in Health and Wellbeing

Pupils learn...

- H1.** how to make informed decisions about health
- H2.** about the elements of a balanced, healthy lifestyle
- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5.** about what good physical health means; how to recognise early signs of physical illness
- H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
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Mental health

H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
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	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
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Ourselves, growing and changing

H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
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	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages
Keeping safe	
H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries²

¹ Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³
Drugs, alcohol and tobacco	
H37. about things that people can put into their body or on their skin; how these can affect how people feel	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

² Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

³ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships

Pupils learn...

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

KS2 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

Shared responsibilities

- L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2.** to recognise there are human rights, that are there to protect everyone
- L3.** about the relationship between rights and responsibilities
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

- L4.** about the different groups they belong to
- L5.** about the different roles and responsibilities people have in their community
- L6.** to recognise the ways they are the same as, and different to, other people

- L6.** about the different groups that make up their community; what living in a community means
- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions
Economic wellbeing: Aspirations, work and career	
L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

KEY STAGE 3-4

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

*Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing

Students learn...

Self-concept

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

H4. simple strategies to help build resilience to negative opinions, judgements and comments

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

KS4 Learning opportunities in Health and Wellbeing

Students learn...

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

Mental health and emotional wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i> H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i> H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
Healthy lifestyles	Health-related decisions
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	H11. to make informed lifestyle choices regarding sleep, diet and exercise H12. the benefits of having a balanced approach to spending time online H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help H15. the purpose of blood, organ and stem cell donation for individuals and society¹ H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds H18. the ways in which industries and advertising can influence health and harmful behaviours

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H21. how to access health services when appropriate H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	
Drugs, alcohol and tobacco	
H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
Managing risk and personal safety	
H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Puberty and sexual health	Sexual health and fertility
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	H26. the different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative) H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services) H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education

Students learn...

- R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2.** indicators of positive, healthy relationships and unhealthy relationships, including online
- R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4.** the difference between biological sex, gender identity and sexual orientation
- R5.** to recognise that sexual attraction and sexuality are diverse
- R6.** that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

KS4 Learning opportunities in Relationships and Sex Education

Students learn...

Positive relationships

- R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R2.** the role of pleasure in intimate relationships, including orgasms
- R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

Relationship values

- R9.** to clarify and develop personal values in friendships, love and sexual relationships
- R10.** the importance of trust in relationships and the behaviours that can undermine or build trust
- R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

- R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	
Forming and maintaining respectful relationships	
R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R17. ways to access information and support for relationships including those experiencing difficulties
Consent	
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	R18. about the concept of consent in maturing relationships

R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable	R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
Contraception and parenthood	
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it
Bullying, abuse and discrimination	
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

CORE THEME 3: LIVING IN THE WIDER WORLD

KS3 Learning opportunities in Living in the Wider World

Students learn...

- L1.** study, organisational, research and presentation skills
- L2.** to review their strengths, interests, skills, qualities and values and how to develop them
- L3.** to set realistic yet ambitious targets and goals
- L4.** the skills and attributes that employers value
- L5.** the skills and qualities required to engage in enterprise
- L6.** the importance and benefits of being a lifelong learner

Learning skills

KS4 Learning opportunities in Living in the Wider World

Students learn...

- L1.** to evaluate and further develop their study and employability skills
- L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

Choices and pathways

- L7.** about the options 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
- L8.** about routes into work, training and other vocational and academic opportunities, and progression routes
- L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

- L4.** about the range of opportunities available to them for career progression, including in education, training and employment
- L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

Work and career

- L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
- L12.** about different work roles and career pathways, including clarifying their own early aspirations

- L7.** about the labour market, local, national and international employment opportunities
- L8.** about employment sectors and types, and changing patterns of employment

	L9. to research, secure and take full advantage of any opportunities for work experience that are available L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities L11. the benefits and challenges of cultivating career opportunities online L12. strategies to manage their online presence and its impact on career opportunities
Employment rights and responsibilities	
L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
Financial choices	
L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	L16. how to effectively budget, including the benefits of saving L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

KEY STAGE 5

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.

The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning your curriculum. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace.

This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

CORE THEME 1: HEALTH AND WELLBEING

KS5 Learning opportunities in Health and Wellbeing

Students learn...

Self-concept

- H1.** skills and strategies to confidently manage transitional life phases
- H2.** to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure
- H3.** to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

Mental health and emotional wellbeing

- H4.** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- H5.** to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]*
- H6.** to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
- H7.** to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

Healthy lifestyles

- H8.** to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- H9.** to consistently access reliable sources of information and evaluate media messages about health
- H10.** how to register with and access health services in new locations
- H11.** to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
- H12.** how to maintain a healthy diet, especially on a budget
- H13.** how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

Managing risk and personal safety

H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it

H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely

H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements

H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

Sexual health

H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships

H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

Drugs, Alcohol and Tobacco

H21. to manage alcohol and drug use in relation to immediate and long-term health

H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

H24. the risks of being a passenger with an intoxicated driver and ways to manage this

CORE THEME 2: RELATIONSHIPS

KS5 Learning opportunities in Relationships and Sex Education

Students learn...

Relationship values

- R1.** how to articulate their relationship values and to apply them in different types of relationships
- R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- R3.** to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

Forming and maintaining respectful relationships

- R4.** to manage mature friendships, including making friends in new places
- R5.** to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- R6.** to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- R7.** to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
- R8.** to use constructive dialogue to support relationships and negotiate difficulties
- R9.** to manage the ending of relationships safely and respectfully, including online
- R10.** to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

Consent

- R11.** to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- R12.** to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- R13.** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

Contraception and parenthood

- R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age

R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner

R16. how to effectively use different contraceptives, including how and where to access them

R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)

R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

Bullying, abuse and discrimination

R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships

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

R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support

R23. strategies to recognise, de-escalate and exit aggressive social situations

R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon

R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

CORE THEME 3: LIVING IN THE WIDER WORLD

KS5 Learning opportunities in Living in the Wider World

Students learn...

Choices and pathways

- L1.** to be enterprising in life and work
- L2.** to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
- L3.** to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
- L4.** the implications of the global market for their future choices in education and employment

Work and career

- L5.** how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- L6.** how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
- L7.** how to recognise career possibilities in a global economy

Employment rights and responsibilities

- L8.** their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
- L9.** the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- L10.** to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
- L11.** to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
- L12.** the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

Financial choices

- L13.** how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
- L14.** to understand and manage salary deductions including taxation, national insurance and pensions
- L15.** to evaluate savings options
- L16.** to exercise consumer rights, including resolving disputes and accessing appropriate support

L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice

L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications

L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

Media literacy and digital resilience

L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate

L21. to effectively challenge online content that adversely affects their personal or professional reputation

L22. to build and maintain a positive professional online presence, using a range of technologies

L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this

L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

HOW DO THE **PROGRAMME OF STUDY** **LEARNING OPPORTUNITIES** RELATE TO THE **STATUTORY GUIDANCE?**

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-4.



RELATIONSHIPS EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.	R2	R6
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	R1, R4	R8
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	H22, R3	R2, R7
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	R3	R1, R6, R7
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R3, R5
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R4, R9
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13, R14
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	R8	R16
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	R9	R18

Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	H22, R23, L4, L6	R32, R33, L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6, R8	R33, R34
	the conventions of courtesy and manners.	R22	R33
	the importance of self-respect and how this links to their own happiness.	H21, H23, R22	R31
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	R22, H22	R31
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	R10, R11, R12	R19, R20, R28
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21, L7, L8, L9
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R22, R26
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	R12	R24, R30, R31
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24, R29
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
	how information and data is shared and used online.	H34	L13, L14

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	R13, R18	R27
• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45, R25
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R24
• how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29
• how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29
• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29, H45
• where to get advice e.g. family, school and/or other sources.	R20	R29

Mental wellbeing	By the end of primary school: Pupils should know:	KS1	KS2
	that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	H11, H12, H13, H14	H17
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H15, H16	H19
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16,
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	H19, R12	H21, R20
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	H24	H22

Internet safety and harms	that for most people the internet is an integral part of life and has many benefits.	L7, L8	L11
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	H9	H13
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	R10, R12	R30, L11, L15
	why social media, some computer games and online gaming, for example, are age restricted.	H28	H37, L23
	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	H34	H37, R20, L11,
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12, L13, L14, L16
	where and how to report concerns and get support with issues online.	H34	H42
Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle.	H1	H7
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H3	H7
	the risks associated with an inactive lifestyle (including obesity).	H3	H4, H7
	how and when to seek support including which adults to speak to in school if they are worried about their health.	H10	H14
Healthy eating	what constitutes a healthy diet (including understanding calories and other nutritional content).	H2, H3	H1, H6
	the principles of planning and preparing a range of healthy meals.	H2	H6
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	H2	H2,H3, H6

Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46, H47, H48
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
	the facts and science relating to allergies, immunisation and vaccination.	H6	H10
Basic first aid	how to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35, H37	H43
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H30, H31, H32, H34
	about menstrual wellbeing including the key facts about the menstrual cycle.		H30 H31

RELATIONSHIPS EDUCATION (SECONDARY)

By the end of secondary school: Pupils should know:		KS3	KS4
Families	that there are different types of committed, stable relationships.	R1, R36	R1, R4
	how these relationships might contribute to human happiness and their importance for bringing up children.	H2, R36	R2, R4, R25
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		R4, R10
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	R6	R4, R10, R33
	the characteristics and legal status of other types of long-term relationships.	R1	R1, R4
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R35, R36	R25
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
Respectful relationships, including friendships	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R13, R14, R41, R42	R30, R31, R34, R36
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	R7, R8, R39, R40, L10	L5
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	R2, R14	R1, R10, L29

Continued...	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	R14, R23, R38, R40	R7, R34
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	R2, R25, R37	R28, R29, R30
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	R37	R16, R29, L15
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	R40, R41, L10	R5, R6, L15
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	R29, R30, L21	R22, L23, L25
	what to do and where to get support to report material or manage issues online.	R17, R30, R37, L27	R14, R17, L23
	the impact of viewing harmful content.	H3, R7, R8, L25	H3, R8
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	R8	R8
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	R30	R22
	how information and data is generated, collected, shared and used online.	L20, L21	L22, L23, L25, L26
Being safe	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	R24, R26, R27	R18, R20, R21, R22

how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	R2, R10, R14, R24, R31	R1, R2, R18
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		H26, H30, H31, H32, R24, R26
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
that they have a choice to delay sex or to enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
the facts about the full range of contraceptive choices, efficacy and options available.	H35, H36, R33	H26, H29, R23
the facts around pregnancy including miscarriage.	R33, R34	H30, H32
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	R34	H33, R23, R24, R26, R27
how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	H35, H36, R33	H27, H28, H31, R23
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	H36	H27, H28, H31
how the use of alcohol and drugs can lead to risky sexual behaviour.	H27	H20, R20
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

HEALTH EDUCATION (SECONDARY)

By the end of secondary school: Pupils should know:		KS3	KS4
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H6, H8	
	that happiness is linked to being connected to others.		R1
	how to recognise the early signs of mental wellbeing concerns.	H11, H12	H6, H8, H10
	common types of mental ill health (e.g. anxiety and depression).	H11	H8, H9
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	H2, H10, H13, H14, L11	H7, H11
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	H10, H13, H14	H7, H11
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	H13, H14, H15	H11, H16
	about the science relating to blood, organ and stem cell donation.		H15

Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	H17, H18	H11
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	H23, H26, H27, H28, R20	H19, H20, R20
	the law relating to the supply and possession of illegal substances.	H26, H28	H19
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	H24, H26, H27, H29, R20	H19, R20
	the physical and psychological consequences of addiction, including alcohol dependency.	H26, H27, H29, R20	H19, H20, H21
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	H23, H26, H27	H19
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	H26, H27	H19, H21
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	H19, H20	H16
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	H19, H20	
	(late secondary) the benefits of regular self-examination and screening.	H19	H16
	the facts and science relating to immunisation and vaccination.	H19	H16
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	H15	H11

Basic first aid	• <i>basic treatment for common injuries.</i>	H33	H24
	• <i>life-saving skills, including how to administer CPR.</i>	H33	H24
	• <i>the purpose of defibrillators and when one might be needed.</i>	H33	H24
Changing adolescent body	• <i>key facts about puberty, the changing adolescent body and menstrual wellbeing.</i>	H34	
	• <i>the main changes which take place in males and females, and the implications for emotional and physical health.</i>	H34, R5, R18	R6

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.