

# PROGRAMME OF STUDY FOR PSHE EDUCATION

KEY STAGES 1-2

**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](http://www.pshe-association.org.uk)**

# CONTENTS

<b>INTRODUCTION</b> .....	4
Covering the statutory content .....	5
Using the Programme of Study .....	5
A note about the learning opportunities .....	6
PSHE Association Programme Builders .....	6
Assessment .....	7
<b>KEY STAGE 1-2</b> .....	8
Core Theme 1: Health and Wellbeing .....	9
Core Theme 2: Relationships .....	14
Core Theme 3: Living in the Wider World .....	18
<b>LINKS TO STATUTORY GUIDANCE</b> .....	40
Key stage 1-2 .....	41

# 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...*

### KS2 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

**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

#### 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

**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

### 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

**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 for<sup>1</sup>

**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 injuries<sup>2</sup>

<sup>1</sup> 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.

	<p><b>H44.</b> 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</p> <p><b>H45.</b> 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 risk<sup>3</sup></p>
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Drugs, alcohol and tobacco

<p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><b>H46.</b> 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</p> <p><b>H47.</b> 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</p> <p><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>H50.</b> 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</p>
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<sup>2</sup> 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.

<sup>3</sup> 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



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**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

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## 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

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Economic wellbeing: Aspirations, work and career

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**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)

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# 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)

		KS1	KS2
<b>By the end of primary school:</b>			
Pupils should know:			
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	R2	R6
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R1, R4	R8
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H22, R3	R2, R7
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R3	R1, R6, R7
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	R4	R3, R5
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	R6	R10
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	R6	R11
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	R7	R13, R14
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R8	R16
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R9	R18

relationships ps	<ul style="list-style-type: none"> <li>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.</li> </ul>	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	R6, R8	R33, R34
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	R22	R33
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	H21, H23, R22	R31
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R22, R11, H22	R31, R20
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R10, R12	R19, R28
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	R15, R17	R22, R26
relationships in e	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	R14	R23
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R12	R24, R30, R31
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	R20	R24, R29
	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	R15	R24
	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	H34	L13, L14

<ul style="list-style-type: none"> <li>• <i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i></li> </ul>	R17	R22
<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	R13, R18	R27
<ul style="list-style-type: none"> <li>• <i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i></li> </ul>	R13	H45, R25
<ul style="list-style-type: none"> <li>• <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></li> </ul>	R14, R15, R19	R24
<ul style="list-style-type: none"> <li>• <i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i></li> </ul>	R20	R29
<ul style="list-style-type: none"> <li>• <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i></li> </ul>	R20	R29
<ul style="list-style-type: none"> <li>• <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i></li> </ul>	R20	R29, H45
<ul style="list-style-type: none"> <li>• <i>where to get advice e.g. family, school and/or other sources.</i></li> </ul>	R20	R29



## HEALTH EDUCATION (PRIMARY)

		KS1	KS2
<p><b>By the end of primary school:</b></p> <p>Pupils should know:</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mental wellbeing</p>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H15, H16	H19
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H18, H19	H20, H21
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17	H16
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	H18, H20, H24	H16,
	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	R10, R11	R19
	<ul style="list-style-type: none"> <li>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).</li> </ul>	H19, R12	H21, R20
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H24	H22

Internet safety and harms	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	L7, L8	L11
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H9	H13
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	H28	H37, L23
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H34	H37, R20, L11,
	<ul style="list-style-type: none"> <li>selected and targeted.</li> </ul>	L9	L12, L14, L16
	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	H1	H7
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H3	H7
	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	H3	H4, H7
	<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H10	H14
Healthy eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	H2, H3 H2	H1, H6 H6
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>		
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other</li> </ul>	H2	H2, H3,

and tobacco Drugs, alcohol	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>		H5
	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	H8	H12
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H4	H8
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H7	H11
	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul>	H5	H9, H40
	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	H6	H10
first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>	H35, H36	H44
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		H30 H31

