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

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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

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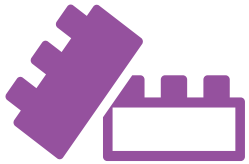
well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for your pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include Public Health England Child and Maternal Health (CHIMAT) data sets, your 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

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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.**

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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.

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CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing	**KS2** Learning opportunities in Health and Wellbeing
Pupils learn…	*Pupils learn…*
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy	**H1.** how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	**H2.** about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	**H3.** about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	**H5.** about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	**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. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	**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. how to keep safe in the sun and protect skin from sun damage	**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. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	**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. about the people who help us to stay physically healthy	**H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

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	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

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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

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[1]
	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	**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
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	**H38.** how to predict, assess and manage risk in different situations
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	**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
H31. that household products (including medicines) can be harmful if not used correctly	**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
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	**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
H33. about the people whose job it is to help keep us safe	**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
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	**H43.** about what is meant by first aid; basic techniques for dealing with common injuries[2]
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)	

[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.

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	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 risk[3]
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…*	**KS2** Learning opportunities in Relationships *Pupils learn…*
Families and close positive relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	**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 different types of families including those that may be different to their own	**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. to identify common features of family life	**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 it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**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

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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

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World *Pupils learn…*	**KS2** Learning opportunities in Living in the Wider World *Pupils learn…*
Shared responsibilities	
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	**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

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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)

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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.

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CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing *Students learn…*	**KS4** 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	**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

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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 *[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).]* **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 *[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).]* **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 society[1] **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

1 Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation

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)

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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…*	KS4 Learning opportunities in Relationships and Sex Education *Students learn…*
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	**R2.** the role of pleasure in intimate relationships, including orgasms
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4. the difference between biological sex, gender identity and sexual orientation	**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. to recognise that sexual attraction and sexuality are diverse	**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
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	**R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**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	**R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	**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
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

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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	**R11.** strategies to manage the strong emotions associated with the different stages of relationships
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)	**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
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	**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
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)	**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
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	**R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
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	**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)	**R19.** about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs 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	**R20.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
R28. to gauge readiness for sexual intimacy	**R21.** the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
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	**R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
R31. that intimate relationships should be pleasurable	
Contraception and parenthood	
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	**R23.** how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
R33. the risks related to unprotected sex	**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
R34. the consequences of unintended pregnancy, sources of support and the options available	**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
R35. the roles and responsibilities of parents, carers and children in families	**R26.** the reasons why people choose to adopt/foster children
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up 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

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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…*	**KS4** Learning opportunities in Living in the Wider World *Students learn…*
Learning skills	
L1. study, organisational, research and presentation skills	**L1.** to evaluate and further develop their study and employability skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them	**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
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	**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L6. the importance and benefits of being a lifelong learner	
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	**L4.** about the range of opportunities available to them for career progression, including in education, training and employment
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
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	**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	**L7.** about the labour market, local, national and international employment opportunities
L12. about different work roles and career pathways, including clarifying their own early aspirations	**L8.** about employment sectors and types, and changing patterns of employment

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	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

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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.

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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

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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

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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

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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

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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

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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

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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.



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	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

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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

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Being safe	• *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

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	By the end of primary school: Pupils should know:	KS1	KS2
Mental wellbeing	• *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

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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

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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

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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

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Intimate and sexual relationships, including sexual health	• *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

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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

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

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