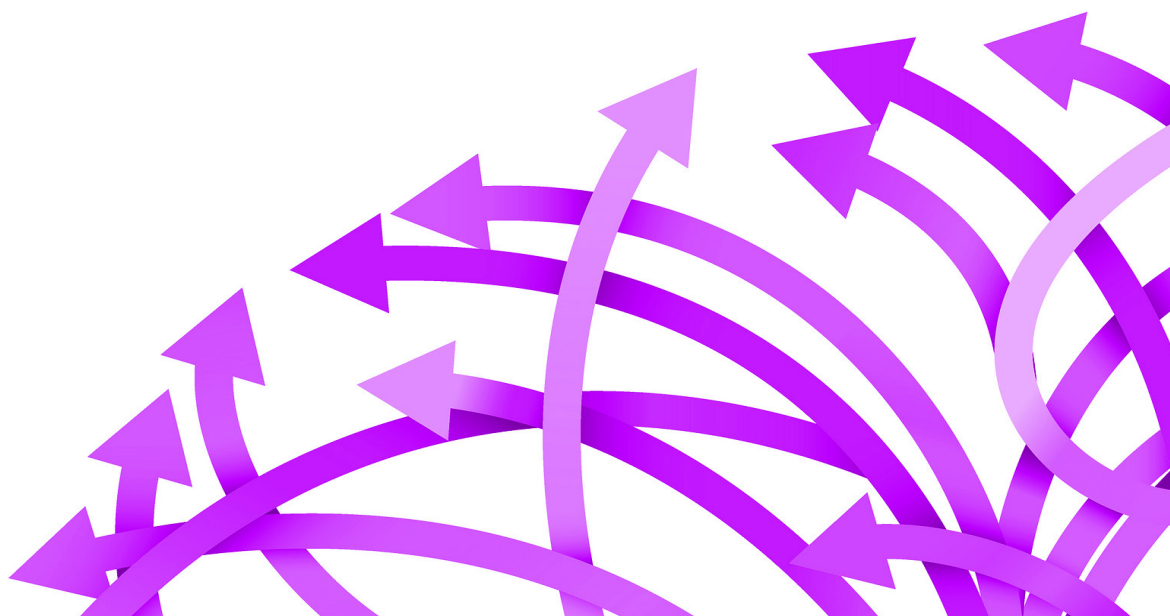


# We've got it covered...

Mapping the PSHE Association Programme of Study to the new statutory guidance on Health Education and Relationships Education/RSE

**Updated July 2019**



# We've got it covered:

## How the PSHE Association Programme of Study covers and goes beyond the new statutory guidance for Health Education and Relationships Education/RSE

**The PSHE Association Programme of Study for personal, social, health and economic (PSHE) education has three strands — health & wellbeing, relationships and living in the wider world. Schools are expected to cover all three but it will be mandatory for all schools to deliver Health Education and Relationships and Sex Education (or 'Relationships Education' in primaries) by 2020.**

**With statutory status for the majority of PSHE education now confirmed, schools are beginning to review and update their curriculum accordingly. [Statutory guidance for RSE, Relationships Education and Health Education](#) sets out what schools will be required to cover. This document outlines how the Programme of Study for PSHE education covers — and goes beyond — the statutory guidance.**

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Schools are beginning to review and update their PSHE education curriculum to ensure they will effectively meet the new statutory requirements. If this is the case at your school, then rest assured that if you have a comprehensive PSHE education programme you will almost certainly already be covering most aspects of the new requirements. As Education Secretary Damien Hinds stated when launching the draft guidance in Parliament, *"...many schools successfully cover this content in a broader PSHE framework. They should continue to do so, adapting their programme to the new requirements rather than starting from scratch."*

[The PSHE Association Programme of Study for key stages 1-5](#) is signposted by the DfE and widely used in thousands of schools across the country. With the statutory guidance now published, we are busy updating the Programme of Study and planning toolkits where necessary. However, we are confident that using the Programme of Study and the associated PSHE education planning toolkits for [key stages 1 and 2](#) and for [key stages 3 and 4](#) already enables PSHE leads and teachers to not only meet, but exceed, the new requirements set out in the draft statutory guidance.

This document breaks down the statutory guidance topic by topic and matches the proposed content for each topic directly to learning opportunities in our Programme of Study. This will also guide those planning a PSHE curriculum to fit the new guidance into appropriate key stages and to create a spiral programme which embeds, revisits and deepens learning across the core themes.

### **Meeting and exceeding the new requirements**

To ensure effective provision, the new compulsory elements of PSHE should be integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk, all of which are either absent or only touched upon in the statutory guidance. The statutory guidance is addressed by learning opportunities within all three

core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World), however, important learning in the third theme especially is absent from the statutory guidance.

Appendix 1 lists all of the Programme of Study learning opportunities which cover content not included in the statutory guidance. Schools should continue to provide a comprehensive PSHE education programme covering all three core themes, within which they integrate the new statutory requirements. We hope this document will reassure schools already using the Programme of Study that they have already 'got it covered' and support all schools to get ahead in preparing for the statutory changes.

### **How the mapping document works**

On the following pages, the central blue boxes are taken directly from the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education. The boxes around the outside identify learning opportunities from our Programme of Study that implicitly or explicitly address the content in the statutory guidance.

Many learning opportunities in the Programme of Study could be mapped to several of the bullet points in the statutory guidance, so we have included the most appropriate 'best fit' examples, to make the mapping document as clear and user-friendly as possible.

# Table of contents

- Introduction..... 1**
- Key stages 1 and 2..... 4**
  - Relationships education..... 5
  - Physical health and mental wellbeing ..... 10
- Key stages 3 and 4..... 16**
  - Physical health and mental wellbeing ..... 17
  - Relationships and sex education ..... 23
- Appendix..... 29**

# Key stages 1 and 2

# Relationships education: Key stages 1 and 2

KS1 R8:
to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

## Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- 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
- that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

KS2 R5:
that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

\* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.

KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

## Topic 2: Caring friendships

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

KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:
to identify and respect the differences and similarities between people
KS2 R10:
to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

KS1 L3:
that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

### Topic 3: 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
  - the conventions of courtesy and manners\*
  - the importance of self-respect and how this links to their own happiness†
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

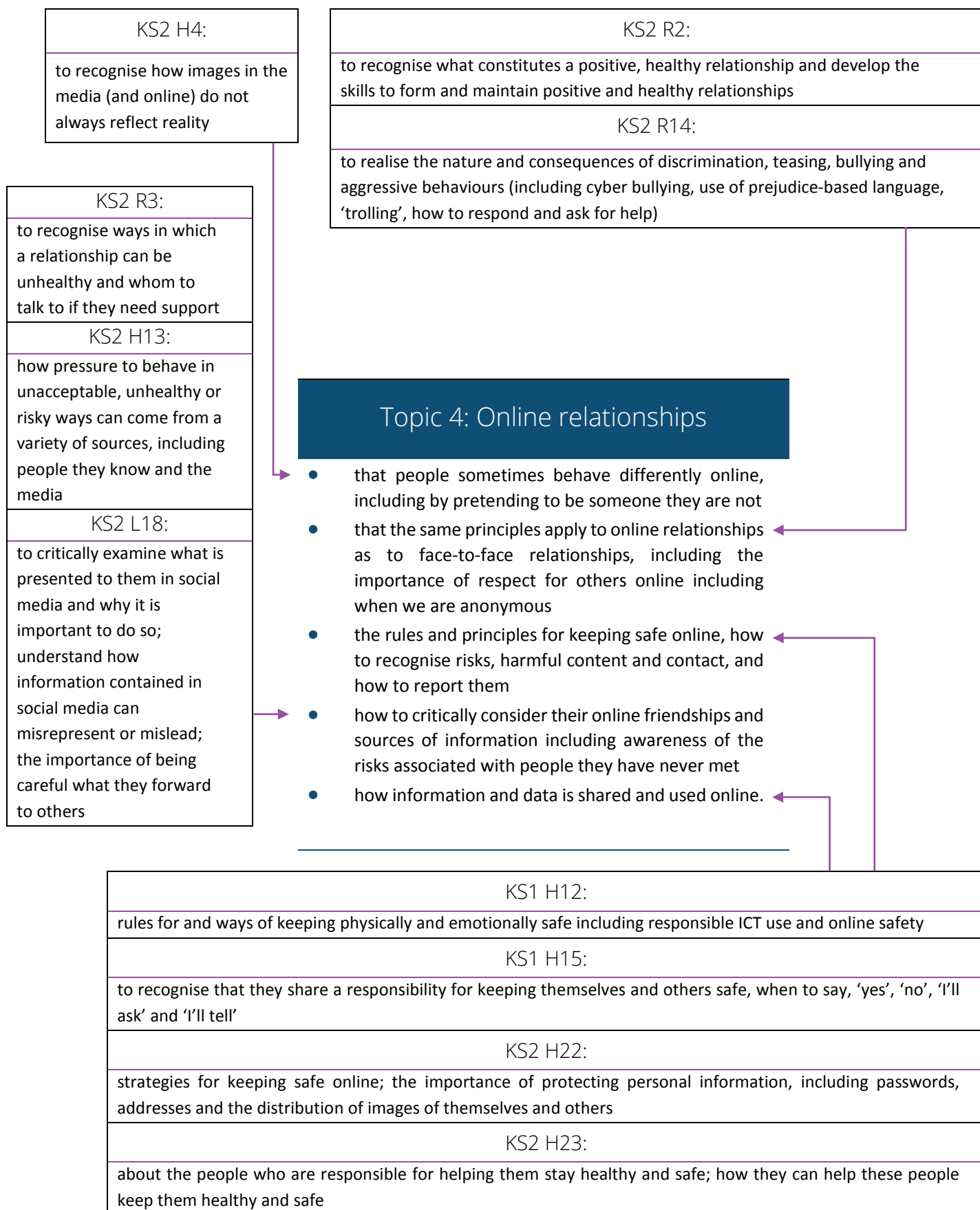
KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

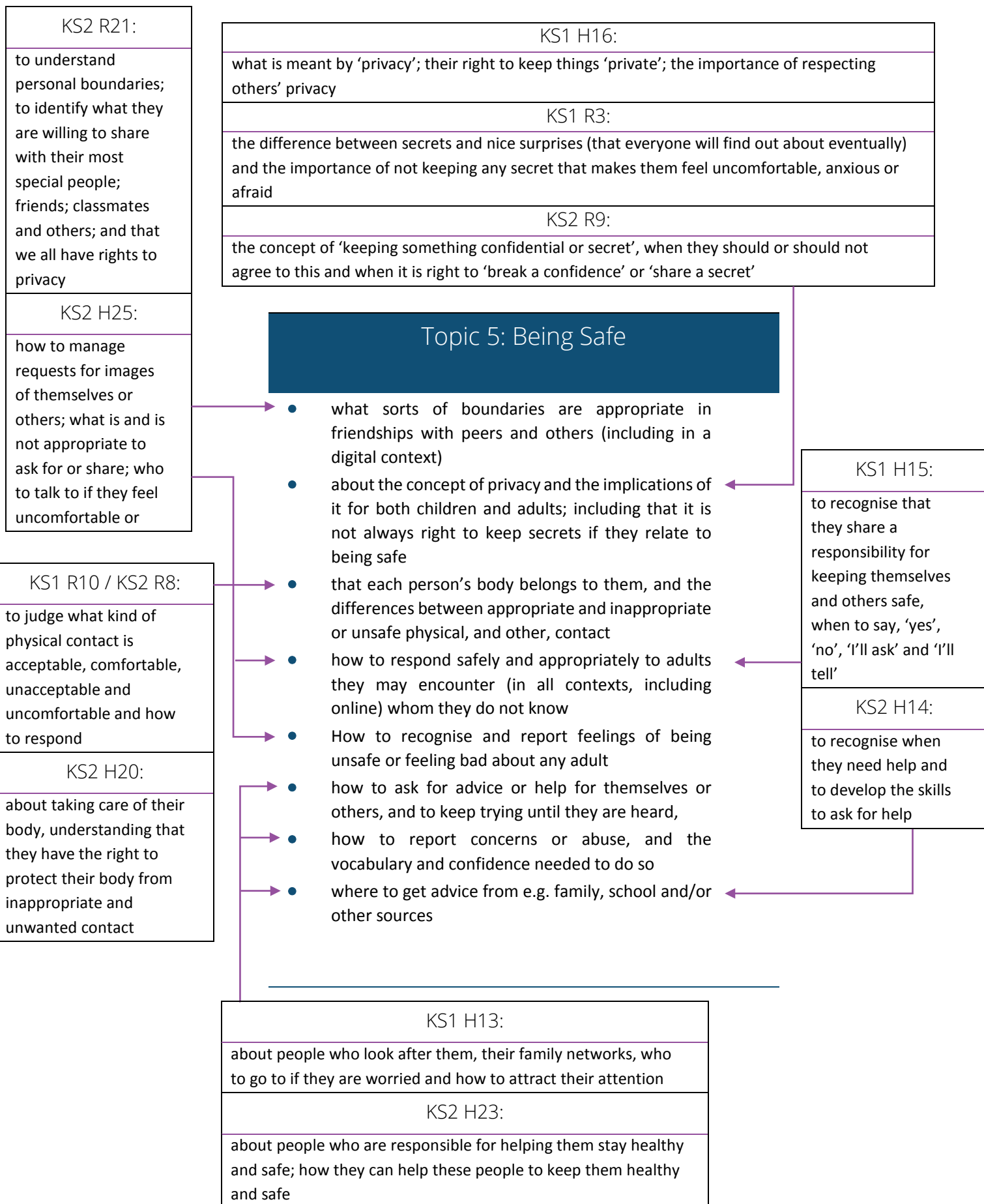
KS2 R16:
to recognise and challenge stereotypes

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS1 R14:
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R18:
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

\* Implicit within many learning opportunities in the programme of study







# Physical health and mental wellbeing: Key stages 1 and 2

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

## Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are

CONTINUED ON NEXT PAGE

KS2 H7: to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
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KS1 R1: to communicate their feelings to others, to recognise how others show feelings and how to respond
KS1 H4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
KS2 H6: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

KS1 H1:
KS1: H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 L10:
to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

... Topic 1: Mental wellbeing (continued)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)\*
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
KS2 H14:
to recognise when they need help and to develop the skills to ask for help...

\* See also: Guidance on preparing to teach about mental health and emotional wellbeing: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H24:
the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)

KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
KS2 L2:
why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations

## Topic 2: Internet Safety and Harms

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

KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R7:
that their actions affect themselves and others

KS2 R18:
how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

\* Implicit within many learning opportunities in the programme of study. See also: *KS 1&2 Life Online planning framework*: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe>

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity
KS1 H2:
to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS1 H14:
about the ways that pupils can help the people who look after them to more easily protect them'
KS2 H20:
about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
KS2 H23
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

### Topic 3: Physical health and fitness

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

### Topic 4: Healthy Eating

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

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H3:
to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H17:
which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

KS1 H11:
that household products, including medicines, can be harmful if not used properly
KS2 H17:
which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

## Topic 5: Drugs, alcohol and tobacco

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

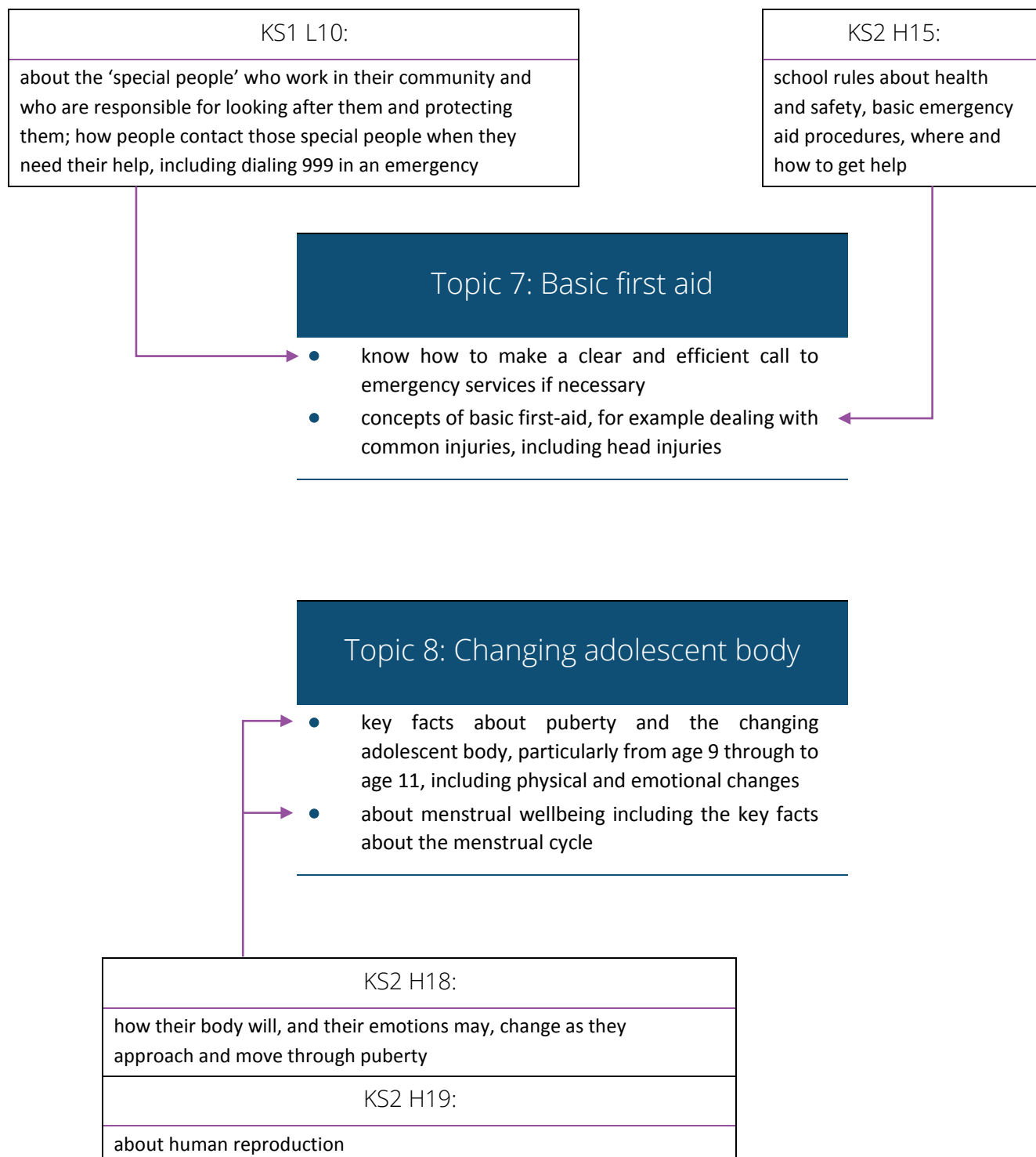
## Topic 6: Health and Prevention

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

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’

KS1 H6:
the importance of, and how to, maintain personal hygiene
KS1 H7:
how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
KS2 H12:
that bacteria and viruses can affect health and that following simple routines can reduce their spread

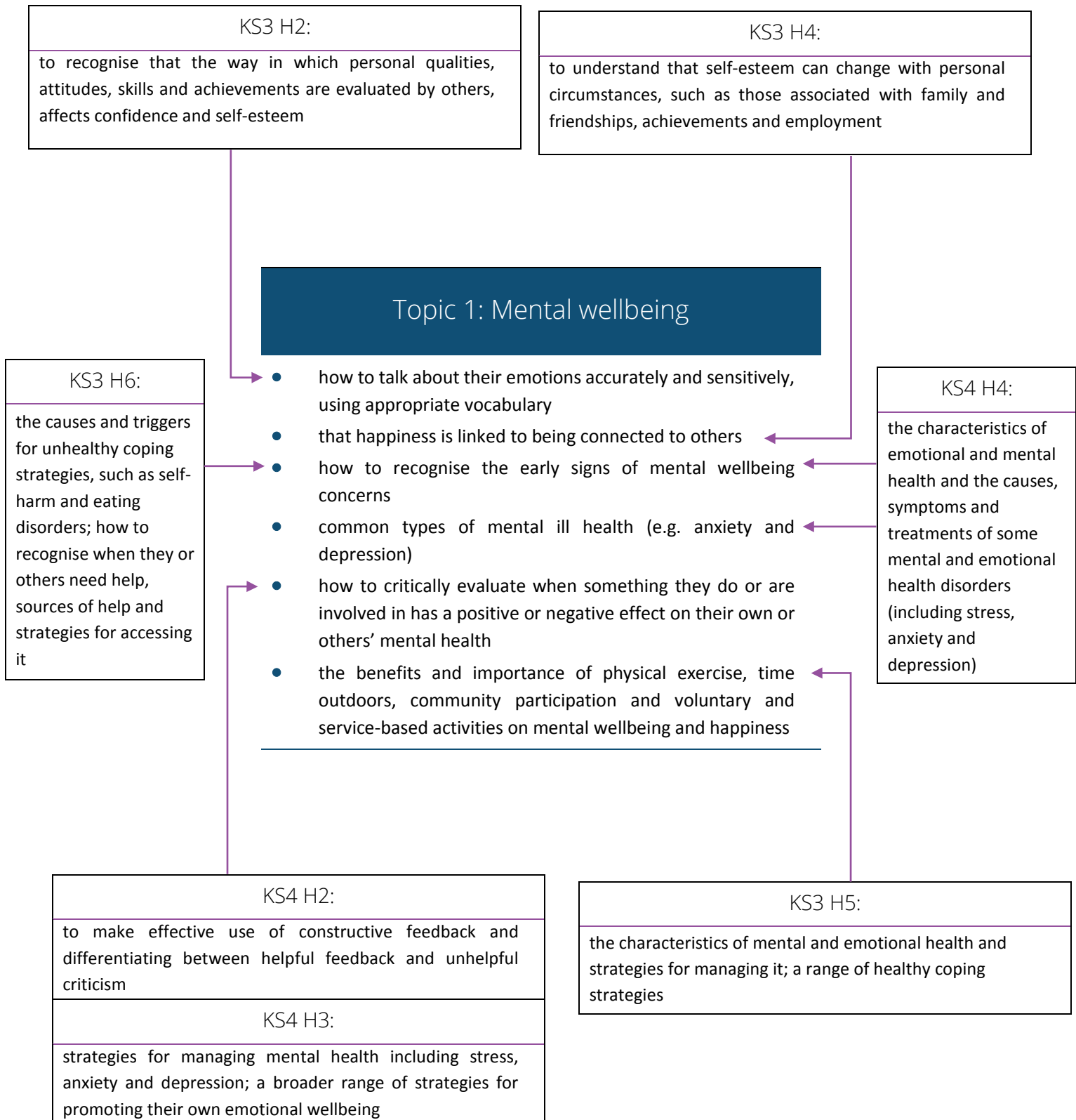
\*\* Not covered explicitly, however, this is being reviewed as we update the programme of study





# Key stages 3 and 4

# Physical health and mental wellbeing: Key stages 3 and 4



KS3 H18:  
how the media portrays young people; to recognise its possible impact on body image and health issues

KS4 H10:  
To recognise and manage feelings about, and influences in, their body image including the media's portrayal of idealized and artificial body shapes

## Topic 2: 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
- 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

KS3 R28:  
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

KS4 R19:  
to manage unwanted attention in a variety of contexts (including harassment and stalking)

KS4 L7:  
to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views

KS4 L8:  
the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks

KS3 L18:  
to assess and manage risk in relation to financial decisions that young people might make

KS3 L19:  
about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others

KS3 L20:  
to explore social and moral dilemmas about the use of money

KS4 L20:  
to recognise and manage influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.

KS3 H5:
the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies
KS4 H3:
strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

KS3 H15:
the importance of, and strategies for, maintaining a balance between work, leisure and exercise

### Topic 3: Physical health and fitness

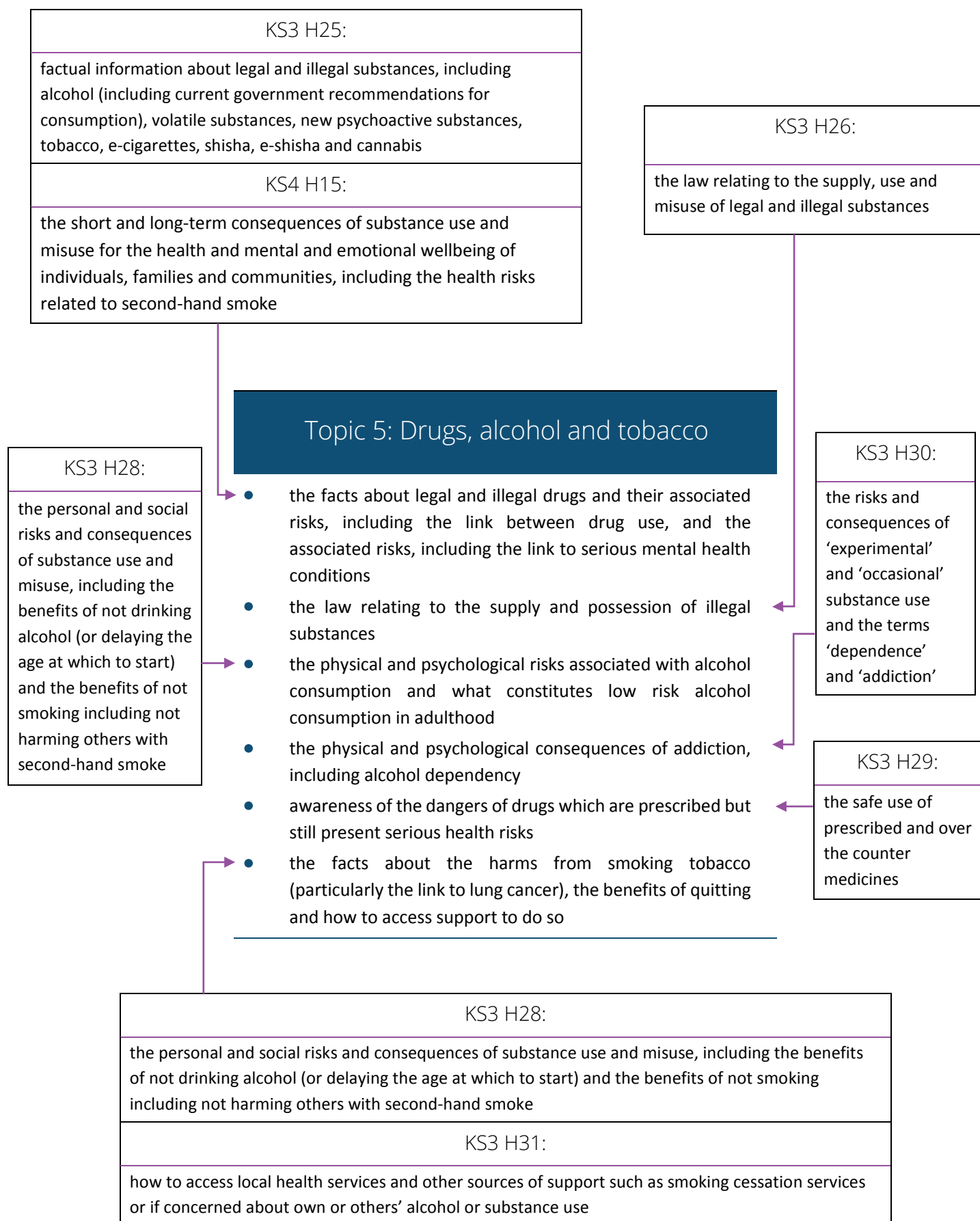
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- as about the science relating to blood, organ and stem cell donation\*\*

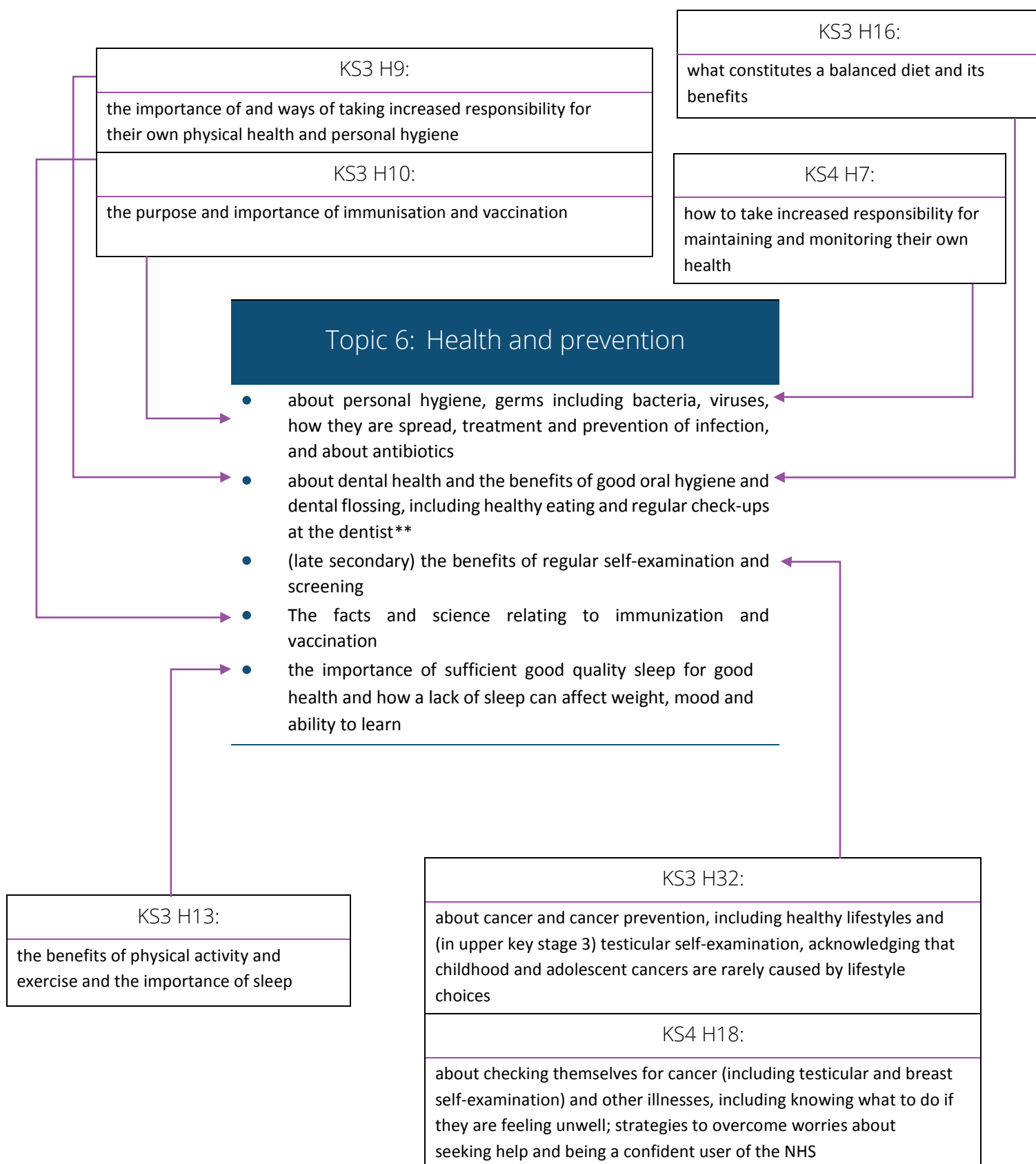
### Topic 4: Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

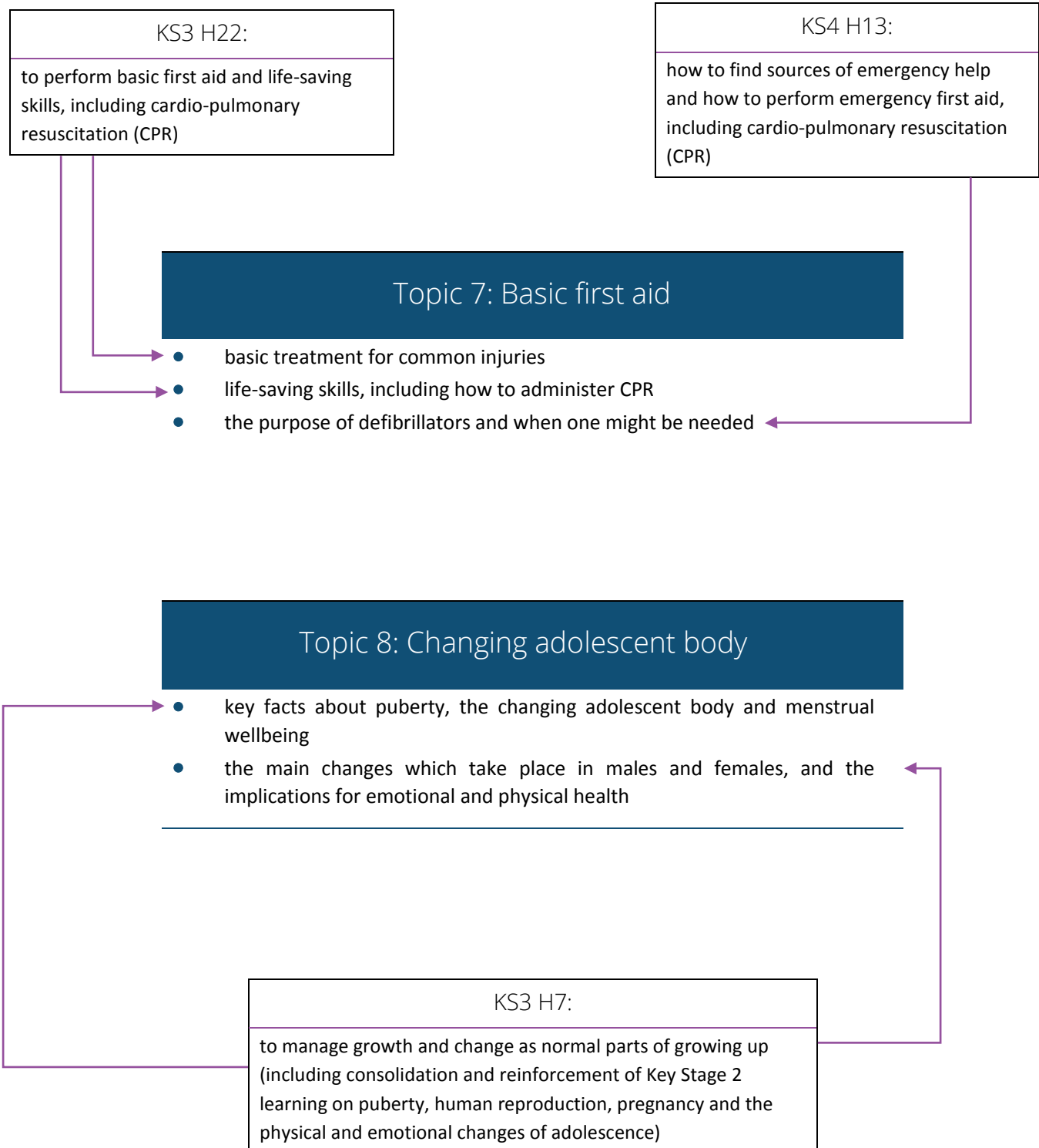
KS3 H16:
what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
KS3 H17:
what might influence their decisions about eating a balanced diet

\*\* Not covered explicitly, however, this is being reviewed as we update the programme of study

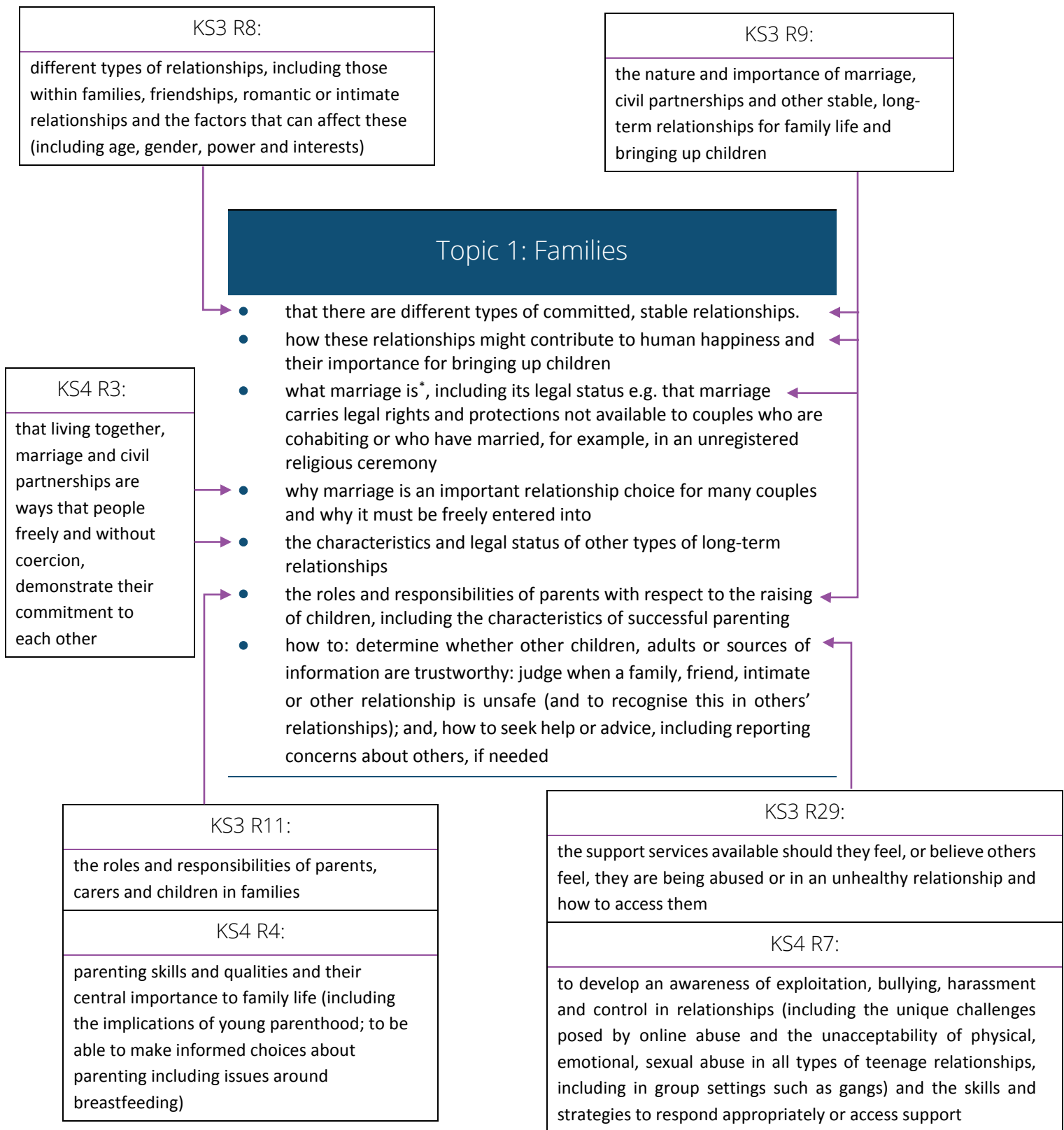




\*\* Dental health and oral hygiene are not covered explicitly, however, this is being reviewed as we update the programme of study



# Relationships and sex education: Key stages 3 and 4



\* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.



## Topic 2: 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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)
- 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,
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

KS3 R1:

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

KS4 R2:

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

KS4 L2:

about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

KS3 R27:

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

KS3 L3:

the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

KS4 R20:

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

KS3 L7:

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

KS3 R28:

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

KS4 L2:

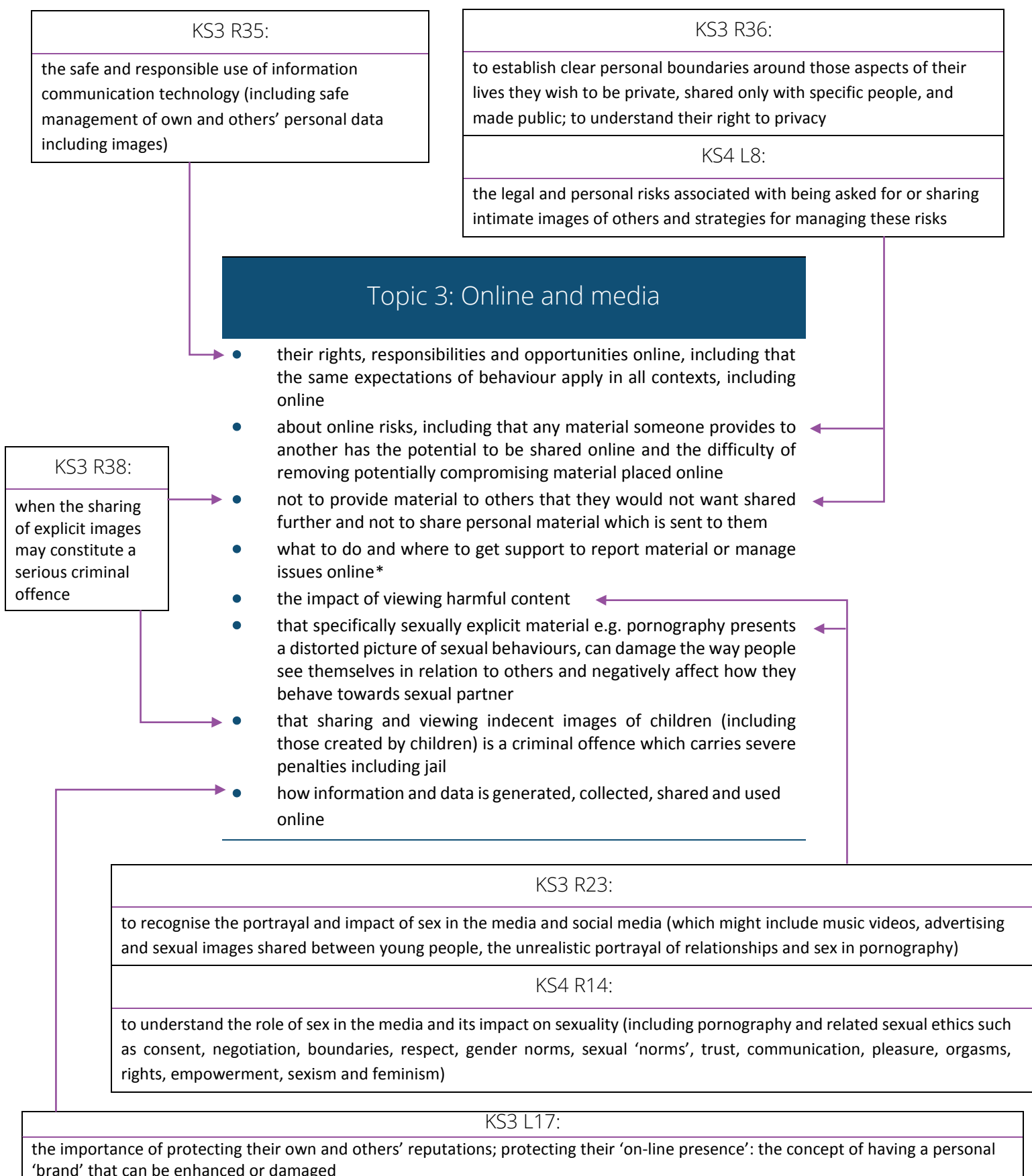
about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

KS4 R5:

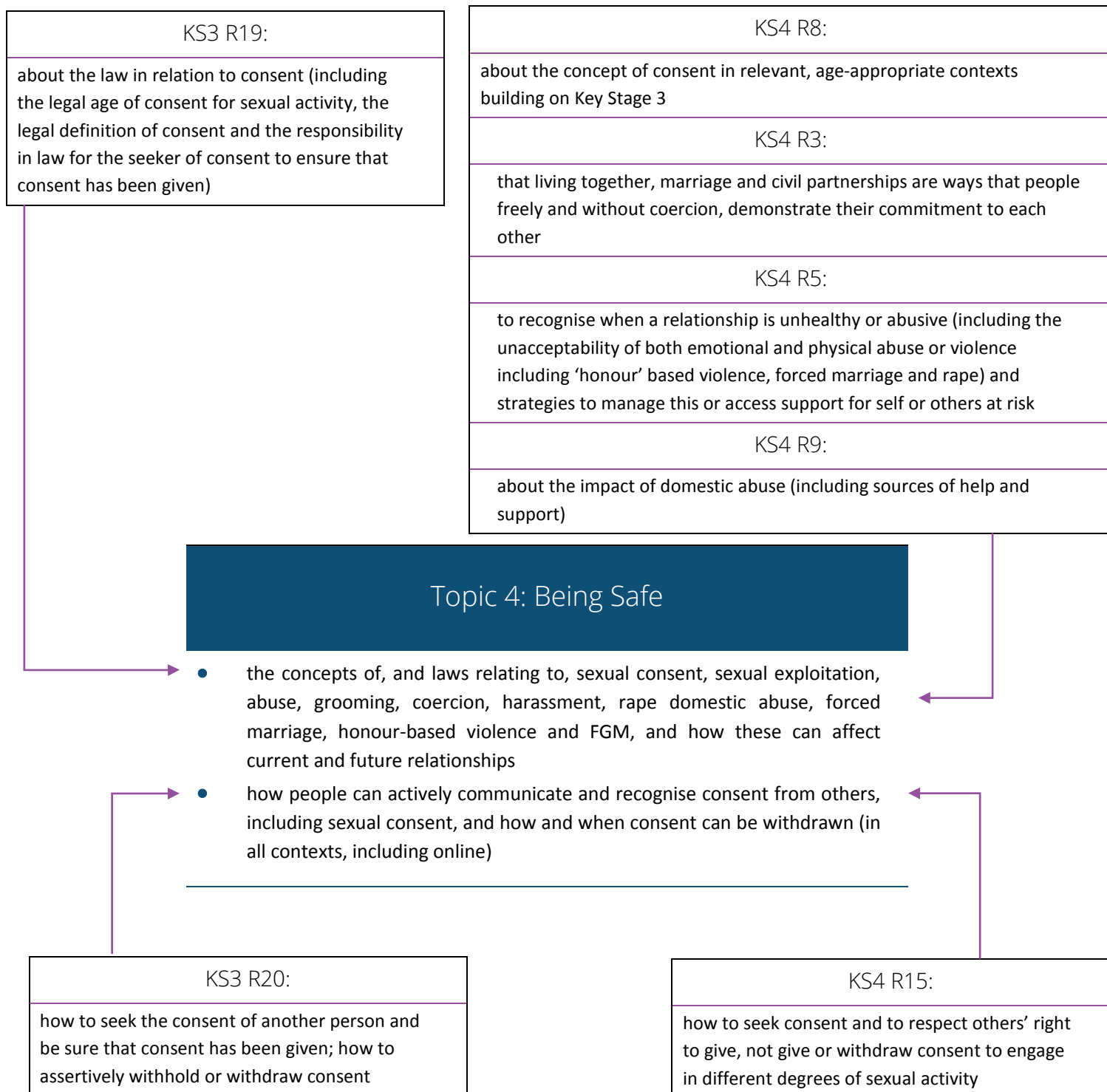
to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk

KS4 R7:

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



\* See also: *KS3, 4 & 5 Life Online planning framework*: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe-0>



KS3 R5:
that relationships can cause strong feelings and emotions (including sexual attraction)
KS4 R2:
the characteristics and benefits of positive, strong, supportive, equal relationships

KS3 R15:
To consider different levels of intimacy and their consequences

## Topic 5: 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
- 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
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available

KS3 R30:
to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

KS4 R27:
that fertility levels can vary in different people; can be damaged by some sexually transmitted infections; decrease with age

KS3 R21:
about contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

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KS3 R16:
to acknowledge and respect the right not to have intimate relationships until ready
KS3 R17:
about readiness for sex and the benefits of delaying sexual activity
KS4 R21:
to assess readiness for sex

KS4 R24:
the reasons why parents choose to adopt/foster or to place children for adoption/fostering
KS4 R25:
about abortion, including the current legal position and the range of beliefs and opinions about it
KS4 R26:
the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

... Topic 5: Intimate and sexual relationships, including sexual health (continued)

- the facts around pregnancy including miscarriage\*\*
- 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)
- 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
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

KS4 R22:  
about accessing and the correct use of contraception (including emergency contraception) negotiating condom use

KS3 H12:  
that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

KS4 H6:  
to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

KS3 H28:  
the personal and social risks and consequences of substance use and misuse

KS4 R18:  
to recognise the impact of drugs and alcohol on choices and sexual behaviour

\*\* Not covered explicitly, however, this is being reviewed as we update the programme of study

# Appendix

Whilst the introduction of statutory relationships/relationships and sex education and health education means that most of PSHE education will be compulsory, it is important to remember that these should just be part of a broader, comprehensive PSHE education programme, as set out in our Programme of Study. In this appendix we list the learning opportunities Learning opportunities in the PSHE Association Programme of Study not covered by the draft DfE statutory guidance: Health Education and Relationships Education/RSE.

## Key stages 1 and 2

### **KS1: Health and Wellbeing**

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

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

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

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

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

### **KS2: Health and Wellbeing**

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

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

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

**H10.** to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

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

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

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

**KS1: Relationships**

**R2.** to recognise that their behaviour can affect other people

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

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

**R7.** to offer constructive support and feedback to others

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

**KS2: Relationships**

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

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

**R11.** to work collaboratively towards shared goals

**R13.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

**R15.** to recognise and manage 'dares'

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

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

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

**KS1: Living in the Wider World**

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

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

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

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

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

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

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

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

### **KS2: Living in the Wider World**

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

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

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

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

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

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

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

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

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

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



**L14.** to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

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

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

## Key stages 3 and 4

### **KS3: Health and Wellbeing**

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

**H3.** to accept helpful feedback or reject unhelpful criticism

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

**H11.** about the use of contraception, including the condom and pill; to negotiate condom use

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

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

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

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

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

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

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

### **KS4: Health and Wellbeing**

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

**H5.** (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others

etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

**H8.** how lifestyle choices affect a developing foetus

**H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

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

**H12.** how to recognise and follow health and safety procedures

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

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

### **KS3: Relationships**

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

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

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

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

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

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

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

**R18.** that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

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

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

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

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

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

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

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

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

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

#### **KS4: Relationships**

**R1.** strategies to manage strong emotions and feelings

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

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

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

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

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

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

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

**R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

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

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

#### **KS3: Living in the Wider World**

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

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

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

- L6.** about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L8.** about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9.** to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10.** different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11.** about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12.** about different work roles and career pathways, including clarifying their own early aspirations
- L13.** about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14.** about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15.** the benefits of being ambitious and enterprising in all aspects of life
- L16.** the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

#### **KS4: Living in the Wider World**

- L1.** to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5.** how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6.** how social media can offer opportunities to engage with a wide variety of views on different issues
- L9.** about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10.** how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11.** about the information, advice and guidance available to them and how to access the most appropriate support

**L12.** to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)

**L13.** about the range of opportunities available to them for career progression, including in education, training and employment

**L14.** about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed

**L15.** to research, secure and take full advantage of any opportunities for work experience that are available

**L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)

**L17.** attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')

**L18.** about confidentiality in the workplace, when it should be kept and when it might need to be broken

**L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities

**L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices

**L22.** their consumer rights and how to seek redress