

# Programme of Study for PSHE education



# Table of Contents

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<b>Introduction .....</b>	<b>3</b>
Requirements for independent schools.....	4
Why Economic Wellbeing and Careers Education are essential .....	4
Using the Programme of Study .....	5
A note on the learning opportunities.....	5
How the Programme of Study links to the PSHE Association Curriculum Models.....	5
<b>Key Stage 1-2 .....</b>	<b>6</b>
Section 1: Relationships (Sex) and Health Education (RSHE) .....	7
Section 2: Economic Wellbeing and Careers Education.....	18
<b>Key Stage 3-4 .....</b>	<b>20</b>
Section 1: Relationships, Sex and Health Education (RSHE) .....	21
Section 2: Economic Wellbeing and Careers Education.....	33
<b>Key Stage 5 .....</b>	<b>36</b>
Section 1: Relationships, Sex and Health Education (RSHE) .....	37
Section 2: Economic Wellbeing and Careers Education.....	43

# Introduction

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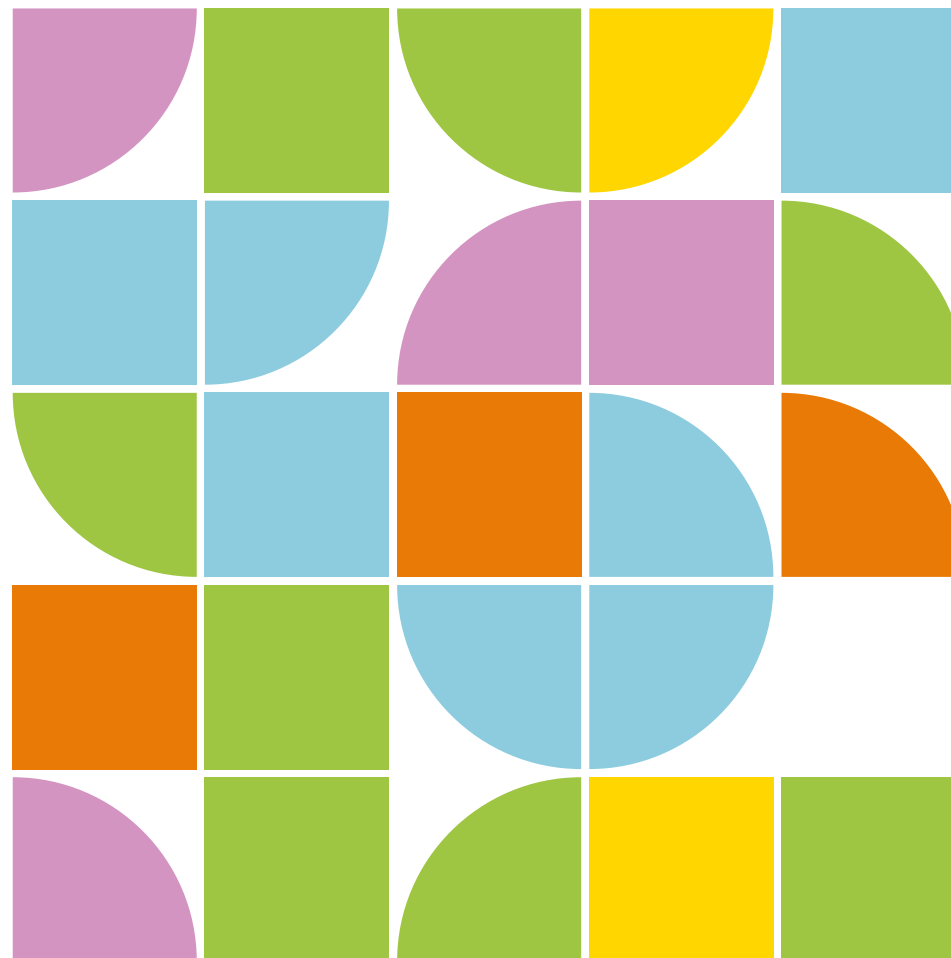
Welcome to the PSHE Association's Programme of Study for PSHE education (key stage 1 to 5). Personal, Social, Health and Economic (PSHE) education is the school subject through which pupils develop the knowledge, skills, attributes and agency they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of their lives and careers. PSHE education also helps pupils to achieve their academic potential [by removing barriers to learning](#).

The Department for Education (DfE) introduced statutory relationships, sex and health education (RSHE) requirements in September 2020 – thereby making most of PSHE education compulsory. Statutory content comprises Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 (or up to key stage 5 in schools with a sixth form), and Health Education in both primary and secondary phases.

The DfE published new [statutory RSHE guidance](#) in July 2025, for implementation from 1st September 2026. This sets out content for each phase (primary and secondary) but does not break this down by key stage. The PSHE Association Programme of Study for PSHE education supports schools by providing suggested learning opportunities for each key stage covering all of the statutory RSHE content (which schools *must* cover) as well as content for Economic Wellbeing and Careers Education (which all schools are *expected* to cover as part of broader PSHE education).

This recognises that schools retain the flexibility to design a PSHE education curriculum that is age and developmentally appropriate for their pupils, and bespoke to their community, while meeting the DfE's expectation that schools continue to provide a comprehensive programme of PSHE education (including, but not limited to, statutory RSHE content).

For clarity, the Programme of Study is divided into two main sections: 1. *Relationships, Sex and Health Education* (which covers the DfE statutory RSHE content) (which covers the DfE statutory content) and 2. *Economic Wellbeing and Careers Education*, with the learning opportunities for each key stage organised under subheadings within each section.



# Introduction

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## Requirements for independent schools

Independent schools must provide PSHE education in its entirety, in order to meet the Independent School Standards. Within this, they must comply with the DfE statutory guidance for Relationships/Relationships and Sex Education. They do not have to follow the statutory content for Health Education set out in the RSHE guidance but will find it useful when planning the Health Education elements of their PSHE education programme.

## Why Economic Wellbeing and Careers Education are essential

**Economic Wellbeing:** The statutory RSHE guidance includes aspects of financial education, in particular content relating to financial harms such as gambling, chance-based transactions in gaming, scams, and money laundering. But these topics cannot be effectively taught without the foundational learning in personal finance that is at the heart of 'Economic Wellbeing'.

Financial decisions are inextricably linked with statutory RSHE topics, from mental health and managing peer influence, to digital literacy and online safety. The skills and attributes pupils need to manage decisions related to money are often those they need to navigate other life choices, and these skills and attributes are the core of all PSHE education.

It is important that this learning on personal financial education and Economic Wellbeing complements, rather than duplicates, the financial education that might be taught through other subjects such as Citizenship (which is best suited to exploring the societal aspects of money) and Maths (which is best suited to exploring the numerical). The learning opportunities for Economic Wellbeing in this Programme of Study therefore focus on the important 'personal' or behavioural aspects of financial education, as part of learning to manage the pressures, challenges and opportunities of life.

**Careers Education:** In its [Independent review of careers guidance in schools and further education and skills providers](#) (2023), Ofsted found that incorporating careers education into the PSHE curriculum is the most effective delivery model. This is due in part to the considerable crossover between Careers Education and other elements of PSHE education – such as relationships, challenging stereotypes and discrimination, mental health, and economic wellbeing – as well as the skills developed through the rest of PSHE education, such as communication and negotiation, teamwork, and decision-making skills.

**Primary schools:** It is vital that Careers Education starts when children begin primary school. Whilst there is no statutory requirement to provide career-related learning at key stages 1 and 2, The Careers & Enterprise Company's 2018 report [What works? Career-related learning in primary schools](#) makes the rationale clear:

*“Starting career education early is important. As longitudinal studies have shown, holding biased assumptions and having narrow aspirations can influence the academic effort children exert in certain lessons, the subjects they choose to study, and the jobs they end up pursuing. Research has also shown that the jobs children aspire to may be ones that their parents do, or those of their parents’ friends, or that they see on the TV and/or social media. Low expectations are often shaped by biases or commonly accepted stereotypes, such as ‘science isn’t for girls’ or ‘university isn’t for the working classes’. These societal expectations act to restrict children’s futures by limiting what they believe they can do.”*

**Secondary schools:** There is a statutory requirement to deliver comprehensive Careers Education at secondary level. And schools must meet the eight Gatsby benchmarks for good career guidance, the first of which is to have a 'stable careers programme'. This should be structured, sequenced and tailored to pupils' needs. Whilst individual careers advice and guidance will take place outside of PSHE education lessons, universal Careers Education should (and in most schools, does) take place through the PSHE education curriculum.

# Introduction

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## Using the Programme of Study

The Programme of Study sets out learning opportunities for each key stage, organised under subheadings within each section. 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.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. This is grounded in the established evidence base for effective practice in PSHE education.

The Programme of Study identifies a broad range of important issues, and when planning and ordering topic areas for pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include the [Fingertips public health data profiles](#), each local authority's Joint Strategic Needs Assessment (JSNA) and schools' own knowledge of their pupils' needs. It is important that pupils recognise their PSHE education as relevant and applicable to their lives.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes frequently, for example, due to legal changes and 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 on the learning opportunities

Many of the learning opportunities refer to 'managing' or 'responding to' challenging situations. These terms are used to describe 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' 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.

## How the Programme of Study links to the PSHE Association Curriculum Models

This Programme of Study provides a key stage by key stage overview of the PSHE education curriculum. As a reference to support planning, it can be used alongside the [PSHE Association's Curriculum Models](#). These break down learning by year group into half-term units, with example long-term and medium-term plans for KS1-2 and KS3-4, and links to quality assured lesson plans. These models allow schools the flexibility to design a PSHE education curriculum tailored to their pupils and communities, with lesson plans that span the PSHE education curriculum, including statutory RSHE. The Curriculum Models are available to PSHE Association members alongside a range of guidance, lesson plans and professional development opportunities.

# Key Stage 1-2

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

# Section 1

## Relationships (Sex) and Health Education (RSHE)

In this section, learning opportunities are set out under subheadings for each key stage in such a way that compulsory Relationships and Health Education content – as outlined in the statutory RSHE guidance for the primary phase – is covered in a coherent, sequenced programme, across key stages 1 and 2, alongside optional Sex Education content.

To support schools to cover all the statutory requirements in this way – and to make programme planning more manageable, while avoiding duplication – content from different sections of the statutory RSHE guidance has been combined in some subsections below. For example, statutory content from the ‘Caring friendships’ and ‘Respectful, kind relationships’ sections of the statutory RSHE guidance would all contribute to teaching about friendship, so the Programme of Study draws content from those sections together within a single ‘Friendships’ section.

Children live their lives both online and offline, and most topics within statutory Relationships and Health Education have a digital aspect, especially in key stage 2. Whilst the ‘Online life and safety’ section below is explicitly focused on this, it should be assumed that learning opportunities in all sections apply to online contexts as well, even when not explicit. For example, one learning opportunity at key stage 2 mentions ‘ways to reconcile differences and conflict positively and safely’ and ‘finding a compromise’, which would apply in both online and offline contexts.

### A note about Sex Education

Sex Education is not compulsory in the primary phase, though the DfE statutory guidance recommends that ‘*primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science*’.

There is therefore a suggested learning opportunity on the processes of reproduction and birth below, for schools that choose to provide age-appropriate Sex Education in key stage 2. See the statutory RSHE guidance for information on parents’ right to withdraw their child from Sex Education.

### Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, ‘*what a family is and who is in our family*’ (F1 F2) addresses bullets 1 and 2 of the ‘Families and people who care for me’ section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

#### Relationships Education

- F** Families and people who care for me
- CF** Caring friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being safe

#### Health Education (Health and wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and vaping
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

## Families

### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what a family is and who is in our family **F1** **F2**
2. that there are different types of family, and that everyone's family is unique and special **F3**
3. how families show love and care, and different ways they can spend time together and share each other's lives **F2** **F4**
4. what to do if anything about family life is upsetting or concerning\* **F6**

\* see naming and recognising emotions in 'Mental health and wellbeing'

### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected **F3**
6. that families should provide love, care, protection, and safety for children as they grow up **F1** **F2** **F4**
7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships **F4** **F5**
8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
9. what to do and who to talk to if someone is worried about their family or feels unsafe\* **F6**

\* see naming and recognising emotions in 'Mental health and wellbeing'

## Friendships

**KS1 | Learning opportunities:** Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend **CF1 CF2 CF4**
2. how people make friends and how to be kind and caring in friendships **CF1 CF2**
3. that friends can argue, and they can also make up **CF5 RKR3**
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6 RKR3**
5. how to ask for help if a friendship is making them feel unhappy **CF7**

**KS2 | Learning opportunities:** Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing **CF1**
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2 CF4 RKR2**
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1 CF2**
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1 RKR4 RKR2**
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1 CF3 CF4 GW6**
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1 RKR4**
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**

## Respecting self and others

**KS1 | Learning opportunities:** Pupils should have the opportunity to learn...

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR8**  
**RKR10**
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1**
3. how to respectfully express their likes, dislikes and needs, and listen to other people **RKR3** **RKR5**
4. ways to show politeness and respect **RKR7**
5. how to play cooperatively; what they can do if they feel upset or angry with someone **RKR3**  
**RKR6**
6. how to share, take turns and include others **CF2**
7. about kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3** **RKR9**
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9** **GW7**
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**

**KS2 | Learning opportunities:** Pupils should have the opportunity to learn...

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others **RKR1** **RKR6** **GW1**
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect **RKR5** **RKR8**
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own **RKR5**  
**RKR7**
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling **RKR3** **RKR4**
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise **CF6** **RKR3**
15. how to respond to situations where they experience disappointment or frustration with others  
**RKR3**
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others **GW7** **RKR9** **WO8**
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes **RKR10**
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help **RKR5** **RKR6** **RKR10**

## Safe relationships: consent, boundaries and trust

## KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**
- that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC **DB2**  
**BS2** **BS3**
- that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**
- basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4** **BS5** **BS6**
- what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5** **RKR11**
- to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11** **BS4** **BS5**
- about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2**  
**BS6**
- what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) **RKR11** **BS6** **BS7**

## KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults **BS1** **BS3**
- what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1** **RKR2**
- about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**
- how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell **BS3**
- how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that **BS5** **CF7**
- about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**
- different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4** **BS6** **OSA2**
- that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5** **BS6**
- that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk \* **BS2** **BS3** **BS6** **F6** **DB2**

\* Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."

- how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard **BS5** **BS6** **BS7** **RKR11**

## Mental health and wellbeing

## KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5**
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4**
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3**
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1**
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5**
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help **GW8**
7. about preparing to move to a new class or year group and how to manage feelings during times of change **GW3 GW8**
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help **GW9**

## KS2 | Learning opportunities: Pupils should have the opportunity to learn...

9. the importance of taking care of mental health and wellbeing, as well as physical health **GW2**
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time **GW3 GW4 GW5**
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) **GW1**
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses **GW5**
13. how to direct attention and manage distractions to support mental health and wellbeing **GW1**
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively **GW1**
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad **GW3 GW6 CF3**
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this **GW10**
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief **GW8**
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition **GW8**
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **GW9 GW10**

### Keeping healthy and well

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. people who help us stay healthy and who can help if feeling unwell or hurt **HPP1** **PHF4**
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4**
3. how to keep safe and well in the sun and protect skin from sun damage **HPP2**
4. why sleep is important; bedtime routines and ways to rest and relax **HPP3**
5. simple hygiene routines that can stop germs from spreading **HPP5**
6. who to talk to if they are worried about their health **PHF4**

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5** **HPP6**
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

### Physical activity and nutrition

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what being healthy means and how physical activity helps people to stay healthy **PHF1**
2. ways to be physically active every day **PHF2**
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2**
4. that people often share food together, e.g. during mealtimes or special occasions **HE2** **HE3**
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1** **HE4**
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1** **HE4**
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines **PHF1** **PHF2**
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
13. how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1** **HE2** **HE4**
14. some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
15. how and when to speak to adults (including in school) if they are worried about their health **PHF4**

## Changing and growing up

### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. about growing and changing from young to old and how people's needs change **DB1**

### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

2. the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing\* **DB3**

*\* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.*

#### Sex education \*\*

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for \*\*\*

*\*\* While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."*

*\*\*\* Pupils may know that sexual intercourse does not always result in a baby and they may already 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 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.*

### Personal safety and first aid

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
4. how to cross the road safely with adult support **PS2**
5. how to keep safe around water, using the water safety code **PS2**
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS4** **BS7**
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BFA1**

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. about the role of rules and laws in keeping people safe **PS1** **PS2**
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
10. how to predict, assess and manage risk in different situations **PS1**
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) \* **BFA2**

*\* 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*

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

### Online life and safety 1 of 3

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. different ways people use the internet in everyday life **WO1**
2. that not everything on the internet is true or real **WO7**
3. how the internet and digital devices can be used to safely and respectfully communicate with others **WO2** **WO4** **OSA1**
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10** **OSA4** **OSA5**

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

##### Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1** **WO2**
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4** **WO10**
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7** **WO9** **WO10**
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7** **WO9**

Online life and safety (KS2) continues on the next page



**KS1 | Learning opportunities:** Pupils should have the opportunity to learn...

7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices **WO3** **WO5** **OSA3**
8. some benefits and risks of watching videos or playing games online **WO6** **WO7**
9. how to tell a trusted adult if they have worries about something online **WO11**

**KS2 | Learning opportunities:** Pupils should have the opportunity to learn...

14. what AI is (including generative AI) and where it might be encountered in everyday life **WO1**

**Risks, rules and wellbeing online**

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users **OSA3** **WO5**
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing **WO3**
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing **WO2**
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing **WO3** **WO6**
20. why and how to use privacy and location settings to protect information **OSA4**
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online **OSA6**

**Safe and respectful behaviour online**

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**
23. that the same principles about how to treat others apply in all contexts, including online **OSA1**
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous **WO4**
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1** **WO4**

Online life and safety (KS2) continues on the next page



Online life and safety Continued – 3 of 3

**KS1 | Learning opportunities:** Pupils should have the opportunity to learn...

**KS2 | Learning opportunities:** Pupils should have the opportunity to learn...

- 26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
- 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- 28. how to decide what is appropriate to share online and what should not be shared **OSA4**
- 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

**KS1 | Learning opportunities:** Pupils should have the opportunity to learn...

**KS2 | Learning opportunities:** Pupils should have the opportunity to learn...

- 1. that medicines can help people to stay healthy or feel better if they are unwell **HPP6**
- 2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful **DATV1**
- 3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk **DATV1**

- 4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
- 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPP6**
- 6. 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 **DATV1**
- 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
- 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1 GW9**

# Section 2

## Economic Wellbeing and Careers Education

KS1

KS2

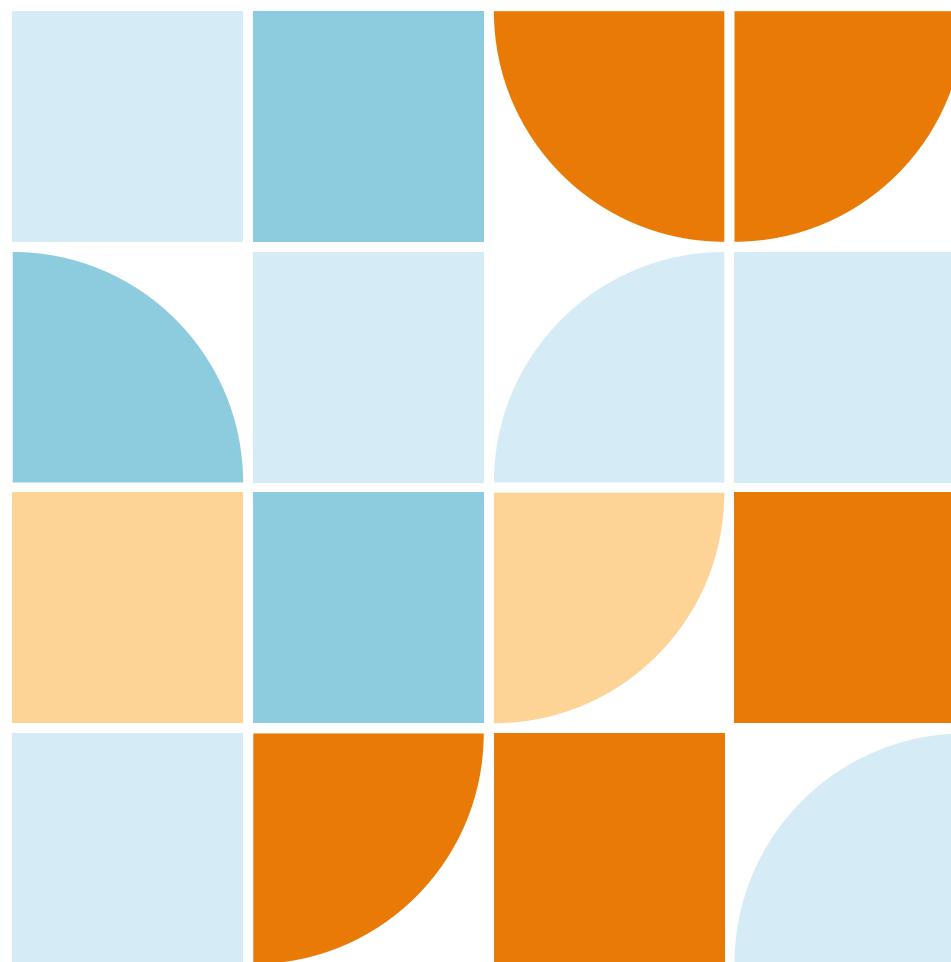
In addition to the statutory Relationships and Health Education content, Economic Wellbeing and Careers Education (comprising career-related learning at primary) complete the key stage 1 and 2 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme.

Research shows that financial behaviour starts being shaped between the ages of three and seven, and long-term financial outcomes can be predicted from skills and behaviour in children as young as five. And as nearly one in ten 7 to 11-year-olds have paid for things online without adult supervision<sup>1</sup>, it is essential that pupils have the opportunity to learn how money and financial decision making can affect people's wellbeing, and how to make informed and responsible spending choices in the future.

Following the government's 2025 Curriculum and Assessment Review, Citizenship Education is set to become a compulsory subject in the primary phase and, as in key stages 3 and 4, this will include elements of financial education. Whilst Economic Wellbeing is not a compulsory part of PSHE education (except for independent schools, where the whole of PSHE education is statutory), it is vital to ensure pupils are taught the personal aspects of financial education. This will give pupils the understanding and skills needed to navigate their feelings about money, understand how money and financial decision-making can affect people's wellbeing, and make informed and responsible spending choices in the future.

Closely linked to Economic Wellbeing, career-related learning at key stages 1 and 2 lays the foundations for effective Careers Education in key stage 3-4. It does so by: developing knowledge, understanding, skills and attributes that support pupils to have high aspirations and ambition; helping them to understand the concept of work and career as well as the links between learning and work; building confidence, self-esteem and self-reflection; and, developing transferrable skills that will support them throughout their education and career.

1. [www.moneyandpensionsservice.org.uk/wp-content/uploads/2021/11/financial-education-guidance-primary-schools-england-2021.pdf](http://www.moneyandpensionsservice.org.uk/wp-content/uploads/2021/11/financial-education-guidance-primary-schools-england-2021.pdf)



### Economic wellbeing

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what money is, how people get money, and what it is used for
2. that money needs to be looked after; different ways of doing this, including keeping money in an account
3. different ways of paying for things
4. that money can be saved or spent; that people make different choices about saving and spending money
5. the difference between needs and wants; that people may not always be able to have the things they want

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. that people have different attitudes towards saving and spending money
7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
11. advantages and disadvantages of different ways of paying for things

### Careers education: aspirations, learning and work

#### KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

#### KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
11. that there are different routes into careers (e.g. college, apprenticeship, university)
12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

# Key Stage 3-4

At **key stage 3**, students build on the knowledge, understanding, skills, and attributes they have developed during the primary phase. PSHE education addresses the changes that young people experience, including transition to secondary school, the challenges and opportunities of adolescence and their increasing independence. It teaches knowledge and skills that will equip them for life, both now and in the future. Students learn to manage diverse relationships, their online lives, more independent health choices and the increasing influence of peers and the media.

At **key stage 4**, students deepen their knowledge and understanding, extend and rehearse strategies and skills, and further explore attitudes and attributes acquired during key stage 3. PSHE education at this key stage situates learning in age-appropriate contexts, as students mature, move towards an independent role in adult life, and take on greater responsibility for themselves and others.

# Section 1

## Relationships, Sex and Health Education (RSHE)

KS3

KS4

In this section, learning opportunities are set out under subheadings for each key stage, to ensure that statutory RSHE guidance content for the secondary phase is covered in a coherent, sequenced programme, key stage by key stage.

To support schools to cover all the statutory requirements in this way – and to make programme planning more manageable while avoiding duplication – content from different sections of the statutory guidance has been combined in some subsections below. For example, statutory content from three sections of the DfE statutory guidance ('Families', 'Respectful relationships', and 'Being safe') all contribute to teaching about healthy relationships, so the Programme of Study draws relevant content from those sections together into comprehensive learning opportunities within a single 'Healthy, positive relationships' section.

Young people live their lives both online and offline, and most topics within statutory RSHE have a digital aspect. Whilst the 'Online life' and 'Online harms' sections below are explicitly focused on this, it should be assumed that learning opportunities in all sections apply to online contexts as well, even when not explicit. For example, the learning opportunity at key stage 4, '*to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond*' would include both online and offline contexts.

### A note about Sex Education

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory Relationships and Sex Education (RSE) (see the statutory RSHE guidance for details of parents' right to withdraw). The DfE statutory guidance does not definitively state which content within RSE it considers to be Sex Education, and which is Relationships Education. It is for schools to determine this within their own programme. To support schools with this, 'Sex Education' is a separate section below, containing learning opportunities that logically fall under this category. This is not to imply that lessons should avoid combining aspects of Relationships and Sex Education – indeed, Sex Education should always be taught within the context of healthy, positive relationships. This separation is purely for clarity and to support schools.

### Key

There are references at the end of each learning opportunity to show which RSHE guidance content is addressed by that learning opportunity. For example, the learning opportunity in key stage 3: '*the importance of loving family relationships for bringing up children and roles and responsibilities within families*' **F2** **F7** addresses bullets 2 and 7 of the 'Families' section of the statutory guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

#### Relationships Education

- F** Families
- RR** Respectful Relationships
- OSA** Online safety and awareness
- BS** Being safe
- ISR** Intimate and sexual relationships, including sexual health

#### Health Education (Health and wellbeing)

- MW** Mental wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and vaping
- HPP** Health protection and prevention, and understanding the healthcare system
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

## Healthy, positive relationships

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships **RR3**
2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others **RR1 RR3 ISR3**
3. that sexual attraction and sexuality are diverse **RR1 RR3**
4. the importance of loving family relationships for bringing up children and roles and responsibilities within families **F2 F7**
5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe **F8**
6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours **RR8 RR10**
7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know **RR2 RR5**
8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change **RR7**
9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families **RR5 F8**
10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them **RR5 RR6 BS16 ISR11**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others **RR3**
12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online **BS1 RR1 RR8**
13. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice **RR1 RR3**
14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds **RR2 RR7**
15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships **RR1 RR7**
16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support **F8**
17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed **RR5 RR6 BS16**
18. reasons people have for making different choices about long-term relationships and parenting **F2 F3 F7**
19. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships **F1 F3 F4**
20. that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion **F3 F5**
21. that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage **BS12 F5**
22. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life **F7**
23. about shifting family dynamics and how to manage their increasing independence in relation to others in their family **F6**

## Boundaries and consent

### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) **RR8 RR10 BS1**
2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances **RR8 BS1**
3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person **RR8 BS1**
4. about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex **ISR2 ISR3**
5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others **BS2**
6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent **RR8**

### KS4 | Learning opportunities: Students should have the opportunity to learn...

7. to identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older **ISR2 ISR3**
8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships **ISR3**
9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent **RR8**
10. about sexual pressure; internal and external expectations about sexual behaviours and how to manage these **BS2**
11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent **RR8 RR10**

## Harmful relationship behaviours 1 of 2

### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe **BS3 BS4**
2. the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help **BS11**
3. to distinguish between crushes, romantic gestures and obsessive fixation on others **BS10**
4. to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support **BS9 BS16**
5. what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them **BS5 BS8**

### KS4 | Learning opportunities: Students should have the opportunity to learn...

10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond **BS2**
11. about the impact of victim-blaming, and ways to challenge victim-blaming attitudes **RR6 BS4**
12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them **BS5 BS6 BS7 BS8**
13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made **BS7 BS8 BS9 BS16**
14. to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours **BS10 BS16**

*Harmful relationship behaviours continues on the next page*



**Harmful relationship behaviours** Continued 2 of 2

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

- the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour **BS6 BS7**
- the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others **WO3 BS8 OSA10**
- what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it **BS16 ISR11**
- the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM **BS13**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

- to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns **OSA10**
- the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support **BS9 ISR11**
- the illegality, unacceptability and harms of so-called ‘honour’-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others **BS12 BS13**

**Puberty and adolescence**

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

- about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up **DB1**
- about the adolescent brain; the relationship between brain development and hormonal changes as people mature **DB2**
- how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health **DB3**
- (at late key stage 3) how and why to carry out regular self-examination e.g. breast and testicular self-examination **HPP4**

**Reproductive health and fertility**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

- that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals **DB3**
- about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can’t conceive **DB4**
- the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support **ISR7**
- about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus **HPP7**
- about miscarriage and pregnancy loss and the support available **HPP7**
- about reproductive and gynaecological health, including menopause and the importance of pelvic floor health **DB3 DB4 HPP7**
- where, how and why to access reproductive health advice and treatment **ISR12**

## Sex education

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive **ISR1**
2. how choices about sex can impact physical health, relationships and mental wellbeing **ISR4**
3. the law relating to sexual consent **RR8** **ISR2**
4. about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice **ISR6** **ISR12**
5. the communication skills to effectively discuss contraceptive use (including condoms) with a partner **ISR6**
6. the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy **ISR7** **ISR9**
7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people **ISR8** **ISR9**
8. how to access confidential advice and treatment regarding sexual health **ISR12**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

9. about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships **ISR1**
10. how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent **ISR3** **ISR10**
11. the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship **ISR4** **ISR5** **ISR11**
12. about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing **ISR8** **ISR9**
13. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them **ISR8**
14. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services **ISR7** **ISR12**
15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception **ISR6**
16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use **ISR6**
17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment **ISR12**

## Inclusion, bullying and discrimination

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. that people have different values and perspectives, and how to manage differences constructively and respectfully **RR4** **RR5**
2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media **OSA3** **OSA9**
3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination **RR9** **RR2**
4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely **RR9**
5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied **RR6**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online **RR2** **RR9**
7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures **RR4**
8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate **OSA1** **OSA3** **OSA8**
9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others **RR4** **RR9** **RR12**
10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm **RR12**
11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics **RR9** **RR12**
12. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours **OSA8**
13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes **RR9** **RR12**
14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships **RR10**
15. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others **RR6** **WO3**
16. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed **OSA9** **OSA10**

## Online life

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private  
OSA1 OSA4
2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online  
OSA1
3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings  
OSA2 OSA4
4. the role social media plays in connecting people, sharing experiences and finding community  
WO1
5. that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online  
WO2
6. how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information  
WO5 OSA3
7. how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used  
OSA12 OSA13
8. that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it  
WO5
9. how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline  
WO1
10. how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online  
OSA14

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

11. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing  
WO1
12. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification  
WO2
13. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI  
OSA3 OSA12
14. about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this  
WO5
15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online  
WO5
16. ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology  
OSA15

## Online harms

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence **OSA8 OSA11**
2. how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally **WO7 OSA8**
3. how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours **RR11 RR12 BS15 OSA11**
4. how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking **OSA15**
5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences **OSA4 OSA5**
6. about the motivations, consequences and potential harms of creating and sharing deepfakes **OSA7**
7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help **OSA6**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

8. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns **OSA4 OSA5 OSA6 OSA7**
9. risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion **OSA14**
10. to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support **WO7**
11. evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies **RR11**
12. about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour **OSA8 OSA11**
13. how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death **RR11 BS14 BS15**
14. about thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help **MW8 WO4**

## Mental health and wellbeing

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary **MW1**
2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations **MW1 MW4 MW5**
3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself **RR3 MW2**
4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness **MW2 MW3**
5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships **F6**
6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition **MW4 MW6**
7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time **MW7**
8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events **MW4 MW7**
9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing **MW7**
10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so \* **MW5**

\* In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing **MW4 MW6 MW7**
  12. strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing **MW2 MW6**
  13. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness **MW1 MW3**
  14. how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks **MW4 MW6 MW7**
  15. to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension **MW4 MW6 MW7**
  16. the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing **MW5**
  17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours **MW8 MW9**
  18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing \* **MW6 MW9**
- \* In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.
19. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources **MW6 WO7**

## Healthy lifestyles

### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits **PHF1**
2. the benefits of physical activity and exercise for health and wellbeing **PHF1 PH3 MW2**
3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences **PHF1**
4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep **HPP6**
5. about nutrition and the role of a balanced diet as part of a healthy lifestyle **HE1**
6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink **HE1 HE2**

### KS4 | Learning opportunities: Students should have the opportunity to learn...

7. how physical activity and time outdoors can support mental health and wellbeing, including boosting mood **PHF3 MW2**
8. to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health **PHF1**
9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies **HPP6 MW2**
10. how to manage influences and maintain a balanced perspective on health and weight, body shape and size **HE1 HE2**
11. the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required **HE1 HPP8**
12. to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these **HE3**
13. the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer **HE2**

## Keeping well, health services, and first aid 1 of 2

### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes **HPP2**
2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society **HPP1 HPP5**
3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage **HPP1 HPP4**
4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them **HPP3 HPP8**

### KS4 | Learning opportunities: Students should have the opportunity to learn...

9. how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening **PHF2 HPP4**
10. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds **HPP4**
11. how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance **HPP1**
12. about vaccinations available to adults, including the flu vaccine and travel vaccinations **HPP5**

Keeping well, health services, and first aid continues on the next page



Keeping well, health services, and first aid Continued – 2 of 2

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

5. how to respond to common injuries or minor ailments, including basic first aid **BFA1 HPP3**
6. how to respond in a range of emergency situations; to report rather than film incidents **BFA2**
7. life-saving skills, such as cardio-pulmonary resuscitation (CPR) **BFA2**
8. the purpose of defibrillators, how to locate and use them, and that anyone can do so **BFA3**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

13. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help **HPP3 HPP8 HPP9**
14. the purpose of blood, organ and stem cell donation for individuals and society\* **PHF4**

*\* liaise with the science department for teaching about the facts and science of donation*

15. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators **BFA1 BFA2 BFA3**

Drug education

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. the importance of taking prescription and over-the-counter medicines correctly **DATV5**
2. about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit **DATV1**
3. the law relating to the supply, possession, use and misuse of legal and illegal substances **DATV1 DATV2**
4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption **DATV3**
5. about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping **DATV6 MW9**
6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs **DATV7**
7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support **DATV1 DATV4**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

8. the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong **DATV5**
9. the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society **DATV1**
10. about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities **DATV2**
11. the law and risks related to buying or selling substances online **WO6**
12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity **DATV4 ISR10**
13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers **DATV3**
14. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping **DATV4 DATV6**

## Personal safety, risk and influence

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

1. how to take care of personal belongings and use mobile phones safely when out and about **PS1**
2. skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know **BS4 PS1**
3. how risk taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts **PS2 PS3 BS2**
4. the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling **WO4**
5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing **MW8 MW9 DATV3**
6. skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous **PS3**
7. how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support **PS6 BS11**
8. motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon **PS5**
9. which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns **PS4**

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

10. ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult **PS1**
11. personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right **BS4 OSA2**
12. to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media **PS2 BS2**
13. to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour **PS4 PS6 BS11**
14. the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise **PS5 WO6**
15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations **PS3**
16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf **PS4 BS16**

# Section 2

## Economic Wellbeing and Careers Education

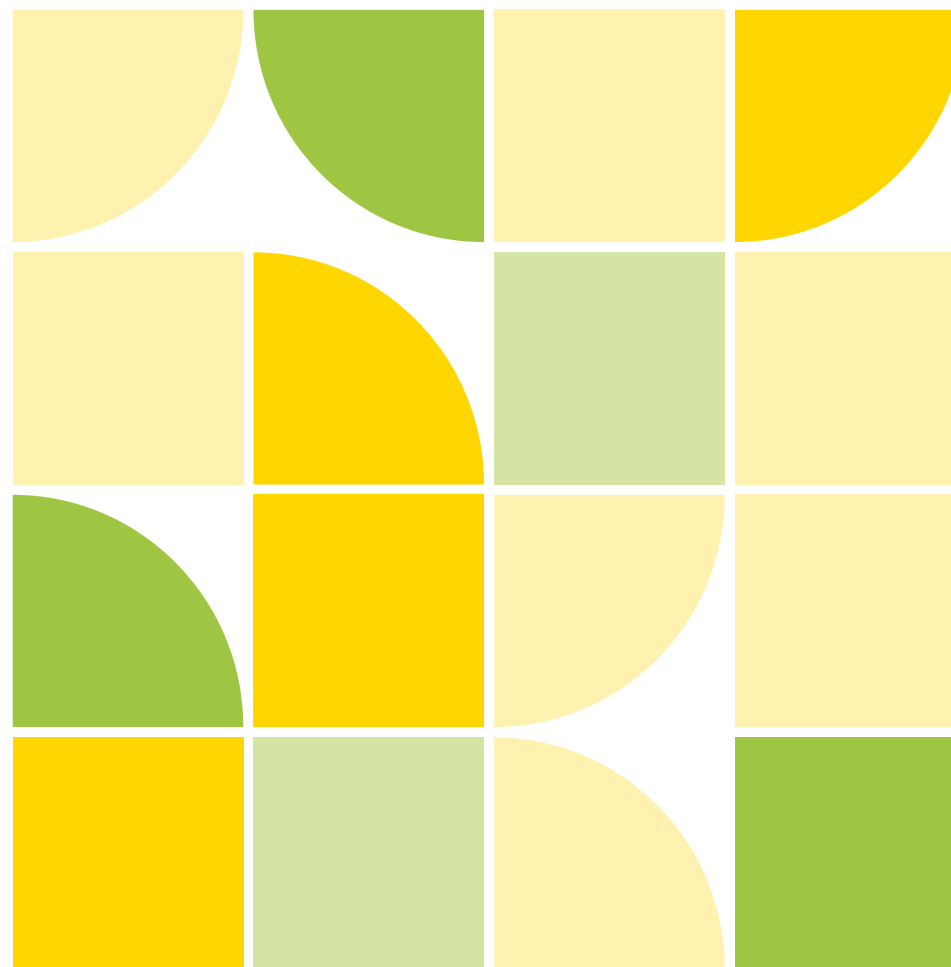
KS3

KS4

In addition to the statutory Relationships, Sex and Health Education content, Economic Wellbeing and Careers Education complete the key stage 3 and 4 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme. This learning helps to support young people's Economic Wellbeing and understanding of their own career pathways as part of their personal development.

Whilst Economic Wellbeing is not a compulsory part of PSHE education (except for independent schools, where the whole of PSHE education is statutory), it is vital to cover the personal aspects of financial education in order to explore the complexities of Economic Wellbeing in today's world, and how they are linked to relationships, health, digital literacy and other strands of PSHE education, and of life. This gives students the knowledge and skills needed to navigate their feelings about money, to understand how financial decision-making can affect people's wellbeing, and to be able to make informed and responsible financial choices now and in the future.

Closely linked to Economic Wellbeing, Careers Education at key stages 3 and 4 allows schools to fulfil the statutory requirement to deliver comprehensive Careers Education and meet the Gatsby benchmarks. Effective Careers Education helps young people to have high aspirations and ambition, to see the relevance of their learning, to become familiar with a wide range of career pathways, and to develop vital transferrable skills that will support them throughout their education and career.



### Economic wellbeing

#### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
2. how to manage emotions in relation to money
3. how to assess and manage risk in relation to financial decisions that young people might make
4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people

#### KS4 | Learning opportunities: Students should have the opportunity to learn...

5. how personal values and attitudes can affect financial decisions
6. about social and moral dilemmas relating to spending
7. to recognise and manage a range of influences on their financial decisions
8. the skills to evaluate the reliability of sources of financial advice for young people
9. how to budget effectively for different circumstances; the benefits of saving
10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
11. factors to consider before taking on debt and ways of managing debt

### Careers education: aspirations, learning and work 1 of 2

#### KS3 | Learning opportunities: Students should have the opportunity to learn...

1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities
2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices
3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty
4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life
5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative
6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment

#### KS4 | Learning opportunities: Students should have the opportunity to learn...

10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting
11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
12. the range of opportunities available to them for career progression, including in education, training and employment
13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy
14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities
15. different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy

Careers education: aspirations, learning and work continues on the next page



## Careers education: aspirations, learning and work Continued – 2 of 2

**KS3 | Learning opportunities:** Students should have the opportunity to learn...

7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment
8. the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process
9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations

**KS4 | Learning opportunities:** Students should have the opportunity to learn...

16. how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)
17. how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices
18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills
19. how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities
20. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities
21. the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content
22. strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities
23. how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications
24. about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

# Key Stage 5

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.

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 lives today and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to their current experiences.

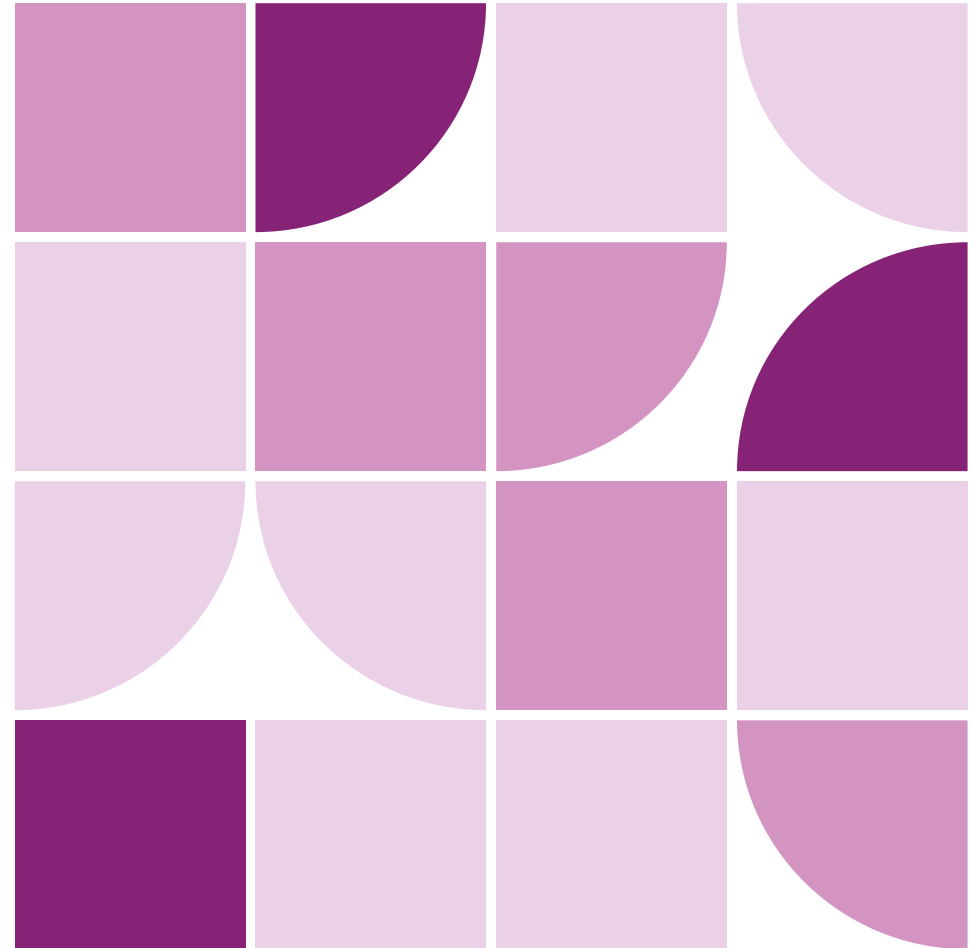
The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of prior learning, experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning the curriculum. It is important to revisit and reinforce earlier learning in a way 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.

# Section 1

## Relationships, Sex and Health Education (RSHE)

The Programme of Study for key stages 3 and 4 addresses all of the statutory RSHE content for the secondary phase. The DfE's statutory RSHE guidance does not include separate content for key stage 5, so the following learning opportunities have not been referenced against the statutory guidance. They are intended to extend and embed the statutory content where appropriate but not to cover the entire content again.



### Healthy, positive relationships

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. skills to manage changes in friendships throughout their lives
2. to recognise opportunities to build meaningful relationships in new environments, including at university and in the workplace; about the boundaries around professional relationships
3. how to articulate their relationship values and apply ethical principles in different types of relationships
4. to evaluate the influence of different faith, cultural or societal views on relationships and sex
5. to evaluate different ways that people express emotional and physical intimacy in relationships; the role of pleasure in healthy, positive relationships
6. how open communication and constructive dialogue can support relationships, reduce conflict and help to navigate difficulties; to manage the ending of relationships safely and respectfully
7. strategies to manage personal safety in a range of social contexts, including in new environments, meeting new people, and when dating; the importance of trusting instincts if something does not feel right
8. about reliable and appropriate organisations that provide young people with relationship advice, including LGBT support services

### Boundaries and Consent

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. the ethical and legal responsibilities involved in seeking consent, and how to recognise enthusiastic consent; the importance of respecting and protecting people's right to give, not give, or withdraw their consent
2. skills to effectively communicate personal boundaries, needs and wants
3. to recognise the risks inherent in new sexual encounters; strategies to support decision making and maintain personal safety and wellbeing in these situations
4. to evaluate power imbalances within relationships and their potential impact; to redress or respond to power imbalances

### Harmful relationship behaviours 1 of 2

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. to recognise, manage and respond to negative influence, manipulation, coercion and persuasion in a variety of contexts; how to identify when their own attitudes or behaviours might be harmful, and sources of support to address this
2. to recognise and respond to different forms of abuse; including how to seek help, report concerns and exit strategies for unhealthy relationships
3. the illegality of forced marriage, and all forms of so-called 'honour' based violence; to get help (including from the police and specialist organisations) for themselves or others they believe to be at immediate or future risk
4. how to access medical attention and emotional support for anyone previously affected by FGM, virginity testing or hymenoplasty

*Harmful relationship behaviours continues on the next page*



### Harmful relationship behaviours Continued – 2 of 2

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

- rights and legal protections in relation to unwanted attention, obsessive behaviours, non-contact sexual offences, harassment, stalking, sexual assault, and rape; the emotional, physical, social and legal consequences of these
- how to report sexual assault, violence or rape; what happens when and after a report is made; where and how to access medical and emotional support, even if a report is not made; the role of victim support services and organisations
- evaluate the influence and impact of harmful attitudes, including misogyny; how to challenge harmful narratives and victim blaming
- ways to safely intervene if witnessing harmful sexual behaviours, and how to report and access support for self or others
- the early signs of different exploitative behaviours, e.g. criminal, financial, sexual exploitation; how to respond if experiencing the grooming process or aware of others at risk; the importance of reporting concerns about any exploitative behaviours and seeking support

### Contraception and parenthood

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

- the skills to confidently discuss with a sexual partner and if necessary, assert, the use of contraception
- to evaluate the most appropriate methods of contraception in different circumstances; how to use contraceptives effectively, including emergency contraception
- how fertility changes for males and females over time, including menopause; that fertility can be influenced by lifestyle factors; about reproductive health including healthy pregnancy; where to access advice and support relating to fertility, pregnancy, and miscarriage
- factors that influence decisions about whether and when to start a family (e.g. fertility, financial, relationship or career status); different routes to parenthood
- the implications of unintended pregnancy and young parenthood; the pathways available in the event of an unintended pregnancy; services available and how to access them; the importance of getting advice and support quickly

### Sexual health

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

- the importance of seeking reliable, accurate information about contraception; how to choose, access, and communicate use of contraception with sexual partners; when, why and how to access emergency contraception
- how to reduce the risk of contracting or passing on a sexually transmitted infection (STI), including accessing condoms or other barrier methods; the role of PrEP and PEP in HIV prevention
- how to take responsibility for their sexual health and know when, where and how to access STI testing, advice, diagnosis, and treatment; the importance of communicating diagnosis with sexual partners

### Inclusion, bullying and discrimination

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. to recognise and safely challenge prejudice and discrimination in all contexts; how intersectionality shapes people's experiences of discrimination
2. how the Equality Act is applied in different contexts; everyone's right to be treated with respect; the importance of proactively supporting and creating inclusive, respectful communities and spaces
3. to recognise bullying and harassment in all its forms, in the workplace or in further and higher education; ways to seek, or provide, support to resolve the situation

### Online life and online harms

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. to set and maintain clear boundaries around personal privacy and to manage their online content and contact
2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure
3. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the similarities and differences between the legal protections for young people who are over or under 18; how to respond to harmful sexual content, including methods of reporting and how to effectively seek help
4. how engaging with online content, including on social media, can expand, limit or distort perspectives (e.g. through algorithms, the promotion of mis- and disinformation, propaganda and conspiracy theories, and the use of AI and deepfakes); to recognise how content they create, share or engage with may contribute to or challenge these perspectives
5. the push and pull factors that contribute to people's engagement with extreme narratives, (e.g. related to misogyny, faith, politics, the environment); how hateful narratives and groups can overlap and reinforce each other online; when and how to report or access help for themselves or others in relation to extremism and radicalisation
6. how the business model of the porn industry affects what people view; the purpose and implications of age verification for websites showing pornographic content; evidence of the harms caused by pornography to individuals (including those over 18), to relationships, and to society
7. that pornography normalises and promotes sexual behaviours that are harmful, distressing or illegal (e.g. strangulation); how to respond to pressure to behave in unhealthy or harmful ways, and seek appropriate help and support if needed
8. the implications and potential risks of using new, evolving and sometimes unregulated technologies such as AI chatbots

### Mental health and wellbeing 1 of 2

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills)
2. how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss

*Mental health and wellbeing continues on the next page*



## Mental health and wellbeing Continued – 2 of 2

### KS5 | Learning opportunities: Students should have the opportunity to learn...

3. about common mental health issues, such as anxiety and depression, and strategies to manage these (including when and how to seek professional advice and support)
4. how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse \*, and when they, or others, need support; how to seek reliable, accurate and safe advice and support
5. to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others

*\* 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)*

## Healthy lifestyles

### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. how to take responsibility for monitoring personal health and wellbeing, including registering with and accessing health services in new locations (e.g. GP, dentist, sexual health clinic, specialist services)
2. how to maintain a balanced diet and plan meals to prepare themselves, especially on a budget
3. the importance of maintaining work-life balance; strategies to balance study and work with rest, sleep, regular exercise, spending time with friends and online habits
4. about common and serious illnesses and conditions, including ‘freshers’ flu’, glandular fever, meningitis and sepsis; when, where, and how to access appropriate help (e.g. pharmacist, GP, A&E); how to advocate for self or others when communicating with medical professionals
5. the importance of sun safety, warning signs of skin damage, including skin cancers, breast awareness and self-examination, testicular self-examination and cervical screening; how and when to carry out breast and testicular self-examination
6. reliable sources of medical and health information; how to evaluate media messages about health and make informed decisions, including about vaccinations
7. about considerations and issues relating to body enhancement or alteration, including long-term consequences

### Drug education

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. about different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs; the long- and short-term health impacts of different substances
2. about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad
3. assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends
4. how different influences can affect decision making related to alcohol and other drugs, and how to manage them
5. to recognise dependency or signs of a substance use disorder in themselves or others; how to access appropriate sources of support

### Managing risk and personal safety

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. to assess risk in a wide range of contexts; how to manage risks, including de-escalating or exiting unsafe situations
2. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely
3. to travel safely around the UK and abroad; about the law, rights and responsibilities when travelling abroad, including passport, visa and insurance requirements
4. how to respond to situations involving aggression, conflict, violence, or weapons; the importance of prioritising personal safety and reporting incidents
5. how to identify when something they are being encouraged or pressured to do is illegal; to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon; when and how to seek help or report concerns for themselves or others and overcome barriers to doing so
6. how to perform first aid and when to call emergency services, even when there may be legal implications (e.g. situations involving alcohol, drugs, weapons or other criminal activity)

# Section 2

## Economic Wellbeing and Careers Education

Economic Wellbeing and Careers Education are especially important elements of PSHE education at key stage 5. Students are moving through a time of transition to adulthood, during which they become more economically active, perhaps with part-time employment. They may be making significant decisions around spending and saving, such as considering student finance options, learning to drive, or travelling abroad with friends. Learning at this key stage should build on students' Careers Education in earlier key stages but with greater focus on helping them to make critical real-world decisions about their immediate and longer-term future. This might include exploring higher or further education, apprenticeship options, employment, or perhaps gap year opportunities.



### Economic wellbeing

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. about the range of banking and personal finance services and how to access reliable advice
2. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university); how to access student loans and financial support
3. about salary deductions, taxation, national insurance and the features of a payslip
4. how to evaluate short- and long-term savings options; how to make decisions about pension contributions
5. to manage financial contracts, e.g. mobile phone services, renting items and accommodation; how to identify appropriate advice
6. about interest rates, credit scores and credit agreements; to evaluate the potential gains and risks of different debt arrangements and repayment implications
7. about consumer rights, including how to resolve disputes and access appropriate support
8. to evaluate the risks in different financial ventures, including illegal schemes and other high-risk online financial activity, e.g. illegal money transfers, cryptocurrencies, scams and gambling

### Careers education: aspirations, learning and work

#### KS5 | Learning opportunities: Students should have the opportunity to learn...

1. how to effectively manage the transition to post-16 education, take increased responsibility for their learning, and seek out new challenges in all aspects of learning and work
2. to set ambitious, realistic career and life goals matched to personal values, interests, strengths and skills
3. to evaluate post-19 options, including higher education, further training, apprenticeships, work, different career pathways, and gap year opportunities
4. how education and career choices can be positively and negatively impacted by social, political, economic, technological and environmental change
5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities, recognising that there are different recruitment and selection processes in different industries
6. how to produce a concise and compelling personal statement and curriculum vitae (CV), and prepare effectively for interviews
7. how to maintain their online presence to maximise career opportunities and mitigate potential reputational risks
8. about rights and responsibilities in all types of employment, including part-time or full-time work, casual, freelance or zero-hours contract, or jobs in the 'gig economy'
9. what is meant by, and the importance of, professional conduct; about workplace cultures and expectations in different industries and organisations; to understand and appreciate the importance of workplace policies and protocols, including health and safety, confidentiality, cyber-security and data protection
10. when and how to constructively challenge workplace behaviours and advocate for their rights in the workplace; the role of trade unions and professional organisations in supporting and protecting employees
11. career-related and entrepreneurial skills and attributes, including proactivity and taking initiative, organisation and time management, problem-solving, leadership and relationship-building

