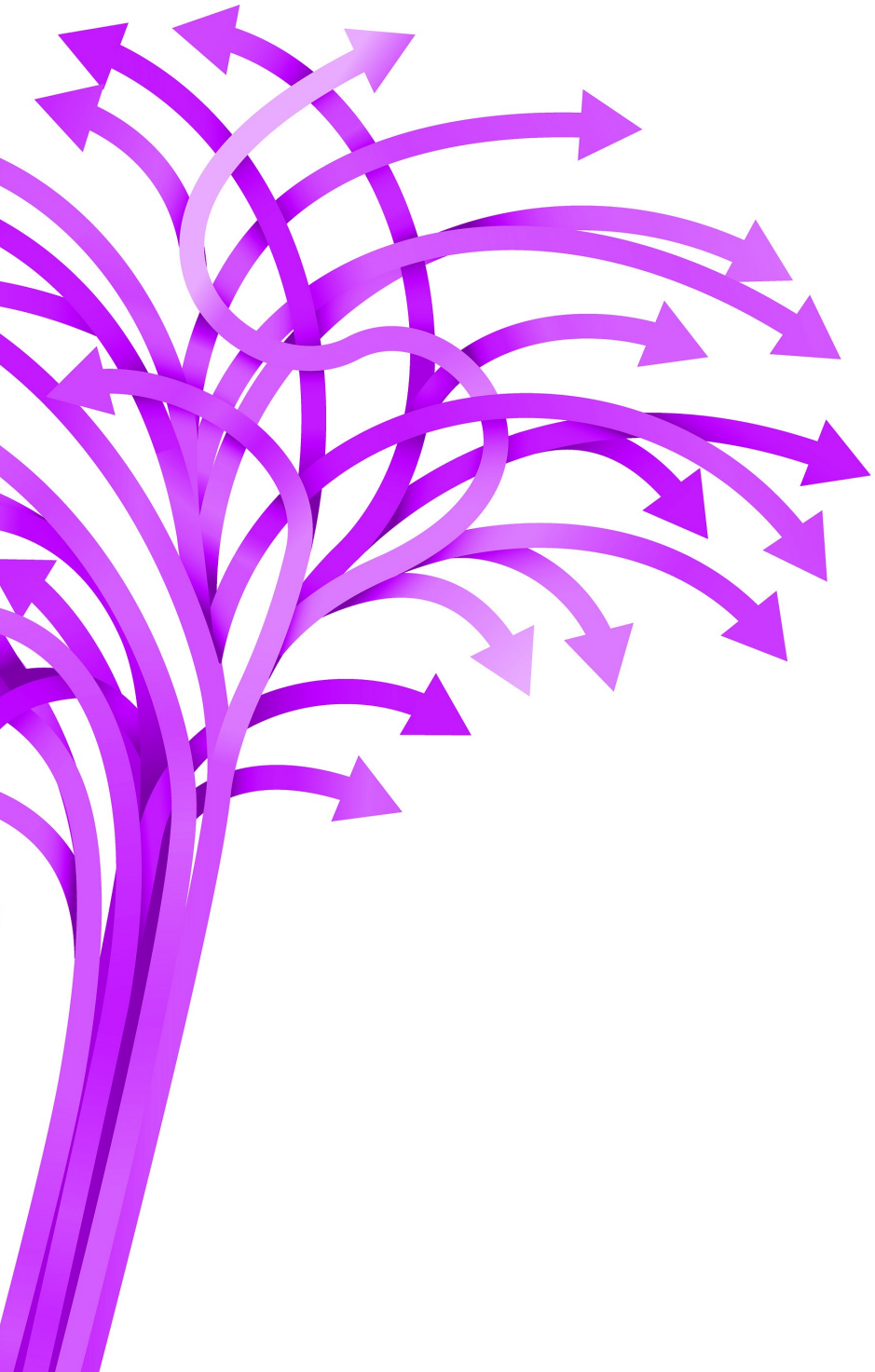

PSHE Association

PSHE Education Programme of Study

Key stages 1-5

Introduction

This is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

As the world changes, each new edition of this programme of study identifies new or emerging issues. It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

We continue to be committed to raising the standards of PSHE education nationally, so offer this guidance free to all schools. However, in order to bring this programme of study to life and tailor it to the specific needs of your school, pupils and community, we recommend that schools take up the additional support and professional development opportunities available through membership of the PSHE Association.

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PSHE education

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing A curriculum for life: the case for statutory PSHE education). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

The PSHE Association has identified 10 key principles for effective practice in PSHE education and produced guidance on the key principles of effective prevention education, both of which are is available to download. In relation to the above, the aim for PSHE education is to provide pupils with:

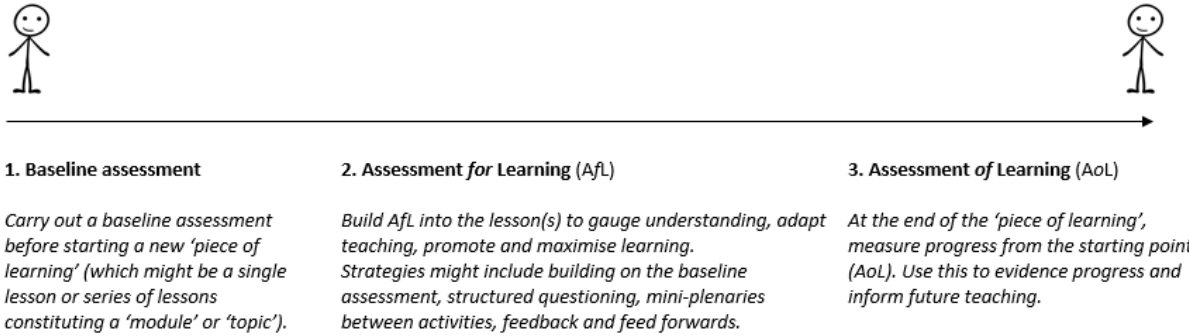
- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

ASSESSMENT

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



Progress in PSHE education should be recorded and reported to parents in line with all other non-core curriculum subjects. For support with assessment in PSHE education see the PSHE Association website, training courses and resources such as The scheme of work planning toolkit for key stages 1 and 2 and the PSHE education character curriculum toolkit, section 4.

THE OVERARCHING CONCEPTS, ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE EDUCATION

The programme of study is intended to support teachers to create a PSHE education programme that will enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless.

It is not enough to simply teach pupils *about* the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives.

For a school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of this programme of study for each key stage, as a context through which to develop the concepts, skills and attributes set out below.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set[1] and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
    - Active listening and communication (including assertiveness skills)
    - Team working
    - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
    - Leadership skills
    - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

[1] A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

BUILDING YOUR SCHOOL'S PSHE EDUCATION PROGRAMME

For each of the three core themes of the programme of study, there are grids suggesting learning opportunities for each key stage. These learning opportunities, provide the context through which your programme can develop the subject knowledge as well as the overarching concepts, essential skills and attributes set out above. The learning opportunities should be used flexibly according to pupils' development, readiness and needs, and taking account of prior learning, experience and understanding.

When thinking about PSHE education it can be helpful to think about three 'levels'. There are lessons that

- explicitly teach *about* an issue: the lessons that offer factual information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Therefore, whilst this framework distinguishes three separate core themes, in reality there will always be extensive overlap. So when planning schemes of work, schools may draw from more than one theme. For example, sex and relationships education (SRE) falls within both 'Health and wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also within the context of healthy relationships. (NB Any aspect of SRE must be taught within the school's SRE policy and the Department for Education's statutory guidance. See our guidance document for schools on producing their SRE policy and our additional guidance *SRE for the 21st Century*.

Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both.

This framework is not definitive and schools should adapt it as they feel appropriate. PSHE education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in a particular school. Those planning PSHE education should liaise with colleagues responsible for other relevant subjects (such as science, computing, citizenship, P.E., design and technology and economic and business education) in order to ensure consistency for pupils. They should also take account of school policies and DfE guidance documents including those relating to preventing and tackling bullying (including online bullying), safeguarding and equality.

QUALITY NOT QUANTITY –WHY 'LESS' MAY BE 'MORE'

Whilst the framework below identifies a broad range of important issues, it is essential that pupils' experience of PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is essential, schools have limited curriculum time and we therefore recommend prioritising the topic areas that are most relevant to their pupils using local data (for example see Public Health England CHIMAT data sets and your local authority's joint strategic needs assessment (JSNA)) and their knowledge of their own pupils' needs, for example by engaging with pupils in discussion; in-house research such as the use of pupil questionnaires, or 'draw and write'; and data provided by the school's pastoral staff. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop the essential skills and attributes. It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.

NOTE ON UPDATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

The PSHE Association Programme of Study is regularly updated to keep in line with best practice. Consequently, the learning outcomes set out below are subject to change or reordering. This version was last updated in January 2017.

KEY STAGES 1 & 2

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

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

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

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

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

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

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

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

H11. that household products, including medicines, can be harmful if not used properly

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

January 2017 addition:

H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

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

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

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

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

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

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

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

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

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H18. how their body will, and their emotions may, change as they approach and move through puberty

H19. about human reproduction

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that

actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

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

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

January 2017 addition:

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 1

Pupils should have the opportunity to learn:

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

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

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

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. to offer constructive support and feedback to others

R8. to identify and respect the differences and similarities between people

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

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

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

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

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

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

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

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

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

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

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

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

January 2017 additions:

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

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

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

CORE THEME 3: LIVING IN THE WIDER WORLD
(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**It is important to read this section alongside any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching.*

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 1

Pupils should have the opportunity to learn:

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

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

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

L4. that they belong to different groups and communities such as family and school

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

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

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

January 2017 additions:

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

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

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

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

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

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

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

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

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

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

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

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

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

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

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

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

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

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

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

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

L17. to explore and critique how the media present information

January 2017 additions:

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Acknowledgments

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The PSHE Association is the national body representing teachers and other professionals involved in PSHE education in schools. It offers training, consultancy and other support and guidance on all aspects of PSHE education.
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