



ST. DOMINIC'S PRIORY SCHOOL

Personal, Social, Health and Economic Education (PSHEE)

Introduction

PSHE Education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHEE are to enable children, at age appropriate levels, to:

- have respect for others
- develop good relationships with, and be independent and responsible members of, the school and the wider community
- know and understand what constitutes a healthy lifestyle; be aware of safety issues
- understand what makes for good healthy relationships with others within a range of social/cultural contexts; to develop parenting skills
- recognise and manage emotions within a range of relationships
- deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- understand the concept of consent in a variety of contexts (including in sexual relationships)
- be positive and active members of a democratic society; respect equality and be a productive member of a diverse community
- develop self-confidence and self-esteem and to make informed choices regarding personal and social issues
- manage loss including bereavement, separation and divorce
- identify and access appropriate advice and support
- understand about rights and responsibilities as members of diverse communities and as active citizens and participants in the local and national economy
- make informed choices and be enterprising and ambitious
- develop employability, team working and leadership skills and develop flexibility and resilience
- know about the economic and business environment
- know how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

These aims are also reflected in our school aims (see staff and parental handbooks). Our Catholic ethos and values are manifest throughout the school and have their origins in the educational work begun by the Dominican Sisters of Stone in 1856. The Catholic faith lies at the heart of our foundation and is essential to the character of the school and all that the children experience.

In St. Dominic's Priory School, we always try to do our best, together we work hard and play fairly, praying and caring for everyone as Jesus taught us.

Teaching and learning styles

We use a range of teaching and learning styles, however, the emphasis is on active learning. We provide pupils with the opportunity to take part in discussions, investigations and problem solving. We encourage pupils to join in a range of practical activities that promote good citizenship e.g. collecting food for the local foodbank or singing for the elderly in the care home. We involve pupils in fundraising for charities, such as CAFOD, NSPCC, Cancer Relief and local organisations, to help support those less fortunate than themselves as a result of manmade or natural disasters. We do this by organising events like Lenten Lunches, Walk-a-Mile and Fun Run. Pupils are also involved in the planning of school events, such as assemblies and performances. We deliver PSHEE themes through whole-school institutions such as school council, where representatives from Year 6 meet with senior pupil council representatives to discuss school matters of their choice at regular documented meetings. We organise classes in such a way that pupils are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour e.g. prep classroom promises at the start of every school year. We offer pupils the opportunity to hear visiting speakers, such as people who work in health, police, charitable organisations, whom we invite into the school to talk about their role in creating a positive and supportive local community. In the Prep Department a 'buddy' system proved successful between Year 6 pupils and Reception children; this will now be rolled out further to include Year 5 and Year 1 pupils. We organise residential visits to Alton Castle and Soli House, where there is particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Delivery

We deliver PSHEE in a variety of ways.

The Prep Department uses the PSHE Association's programmes of study endorsed by the DfE for KS1 and 2. They are used from EYFS to Year 6.

In the Senior School the themes covered are broadly based on those set out in the PSHE Association's programmes of study endorsed by the DfE.

In some instances, PSHEE is delivered as a discrete topic e.g. drugs education. However, the science curriculum and visits from the Community Police and theatre companies cover some of the themes and these are used effectively. PSHEE has links with all other areas of the curriculum, e.g. when teaching about local environmental and global issues in Humanities. There is a large overlap between the programme of study for religious education and those of PSHEE, thus, we cover a considerable amount of PSHEE in RE lessons.

Children with special needs, gifted and talented and equal opportunities

We ensure that the teaching of PSHE meets the needs and interests of all our pupils. We use a range of teaching and learning styles to meet the requirements of the PSHEE curriculum. This allows all pupils to reach their full potential. Teachers provide learning opportunities matched to the individual needs of children with specific learning difficulties.

Gifted and Talented: teachers provide additional opportunities for gifted and talented pupils to take responsibility, develop leadership skills, think creatively and use their talents for the good of the group or the wider community.

Special needs: we teach PSHE to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When delivering PSHE, we take into account the targets set for the pupils in their IEPs. We also take into account special family circumstances such as adoption, divorce or bereavement.

Health and Safety

All staff must ensure that they are adhering to the health and safety measures outlined in the Health and Safety policy. They must also make sure that they, and the pupils in their care, are aware of any risks when using equipment or undertaking any activity. In this way we aim to raise our pupils' awareness of health and safety issues.

Planning

Foundation Stage

We teach PSHE and citizenship in reception class as an integral part of the topic work covered during the year using PSHE Association's programmes of study endorsed by the DfE. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Development Matters EYFS. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Development Matters EYFS. We also support citizenship education in reception class when we teach 'how to develop a child's knowledge and understanding of the world'.

Prep School Key Stage 1&2

The themes covered in the prep school are broadly based on those set out in the PSHE Association's programmes of study as endorsed by the DfE. Many of those themes are covered by a range of subjects, particularly RE, but also the Sciences, PE, Geography, History, ICT, and Mathematics. Other subjects, like English, Music, Modern Languages and Art all have a contribution to make. There is also a separate PSHE lesson every week for 30 minutes carried out by the form teacher. The overview that teachers plan for these lessons is based on the objectives laid out in the programme of study.

Senior School Key Stage 3&4

The themes covered in the senior school are broadly based on those set out in the PSHE Association's programmes of study as endorsed by the DfE. Many of those themes are covered by a range of subjects, particularly RE, but also the Sciences, PE, Geography, History, ICT, and Mathematics. Other subjects, like English, Music, Modern Languages and Art all have a contribution to make. Thus, by following a balanced curriculum, pupils are exposed to many PSHE themes as part of their normal course of study. The themes that we concentrate our extra-curricular delivery on are the ones that fall outside subject bases topics such as personal finances for example. It is important, therefore, that we periodically audit what is offered by each department in the senior school. This is done using a similar exercise to that which is undertaken with regard to SMSC, with which there is, of course, a significant overlap.

Assessment recording and reporting

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 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 that can be done is to describe the provision; impact cannot be shown.

Teachers assess the pupil's work in PSHE by making informal judgements as they observe them during lessons and record their observations; some work is recorded by photos or video and some work may be included in displays. This assessment is then used to inform future planning. Ongoing and informal assessment takes place, with teachers making judgements as they observe and listen to children during lessons. Prep staff record the achievements of the pupils in PSHE and report these to the parents on parents' evenings and with written reports twice each year. PSHE is not formally assessed by the school so there is no 'pass' or 'fail' grade given. In the Seniors the aim is to raise awareness of the themes and to encourage discussion and reflection. "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."

Monitoring and review

The Prep Department introduced the PSHE Association's programmes of study as endorsed by the DfE in 2017. Joanna Talbot (year 2 teacher) is at present responsible for overseeing the implementation of the topics to be covered and also includes these in Prep assemblies. Each form teacher is then responsible to continue the programme. We are at present reviewing our assessing and monitoring in order to report any

strengths or weaknesses in the subject to Key Stage Co-ordinators and then to the SMT (head teacher). These observations will be discussed by all the staff in order to improve on delivering this area of the curriculum.

In the senior school, as previously mentioned, regular audits are carried out to assess the school's compliance with its aims in relation to PSHEE. Although it is undeniably difficult to accurately assess a pupil's self-confidence or sense of their own identity and values, these attributes of personal development have been recognised as particular qualities in St Dominic's pupils in our recent inspections. "The quality of pupils' personal development is excellent." "This is a real strength of the school." "Pupils are self-confident, self-aware and respect themselves and others." "The pupils' excellent moral development is constantly strengthened, from the concern for support and kindness in everyday matters, to their concern for world poverty and the planet." "They show excellent social confidence and personal skills that equip them well for the future." "In the daily life of the school there is tolerance of those of other beliefs and different cultures and languages are celebrated and enjoyed." "By the time they leave the school, pupils have an excellent standard of personal development".

Celebrations of success

It is important that children's successes in PSHEE are acknowledged and celebrated throughout the school. This is done through assemblies and school newsletters.

Resources

In the Prep Department the overview for the objectives to be covered is accessible to all staff and online resources for PSHEE are available through yearly subscriptions to ensure that information taught is current and always up-to-date. Each teacher has access to an IWB to use the resources for discussion stimulus. Each member of staff is building up their own resources of materials to use for this curriculum and freely shares useful resources with other staff members. The children and staff have access to the school library if they need to find reference books or non-fiction books to illustrate a point.

In the Senior Department, subject based PSHEE themes are resourced by the relevant department e.g. online safety in ICT. Delivery and discussion of topics based on non-subject specific themes are instigated with a variety of stimuli e.g. a radio programme on "bullying", a theatre production on "grooming", musical presentations covering social media and drugs.

And finally, St Dominic's Priory School is in agreement with the PSHE Association's assertion **QUALITY NOT QUANTITY –WHY 'LESS' MAY BE 'MORE'**

"Whilst the PSHEE framework 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." Moreover, we adopt a whole school, all of the time approach to encouraging good citizenship.

Reviewed - April 2017

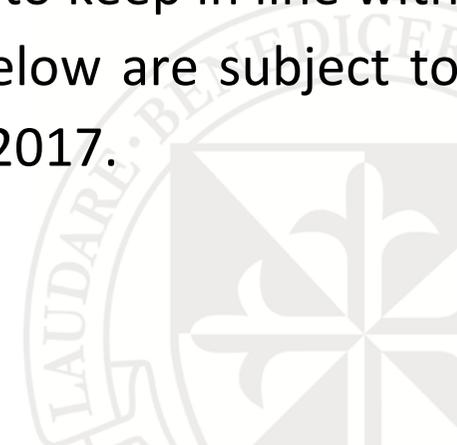
Next Review - April 2018



An overview of the PSHE Association's programmes of study for the whole school follows overleaf.

NOTE ON UPDATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

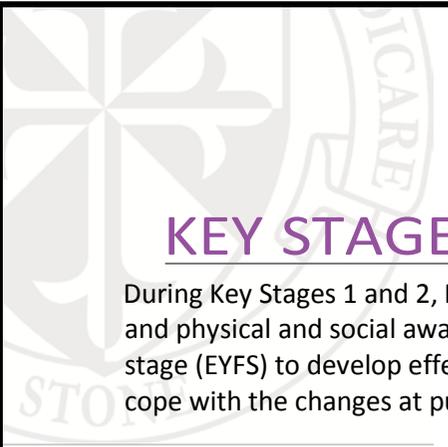
The PSHE Association Programme of Study is regularly updated to keep in line with best practice. Consequently, the learning outcomes set out below are subject to change or reordering. This version was last updated in January 2017.





PSHEE Programmes of Study KS1 & KS2





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
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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

Suggested learning opportunities - Core Theme 1. Health and wellbeing

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

Suggested learning opportunities - Core Theme 2. Relationships

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

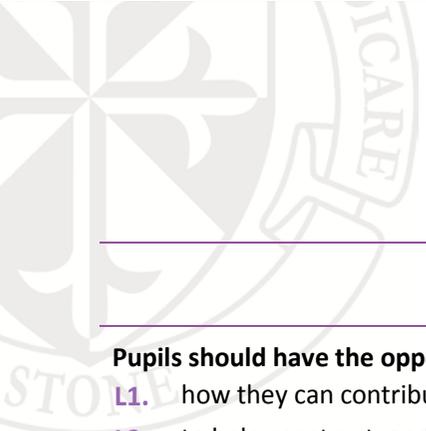
R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

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

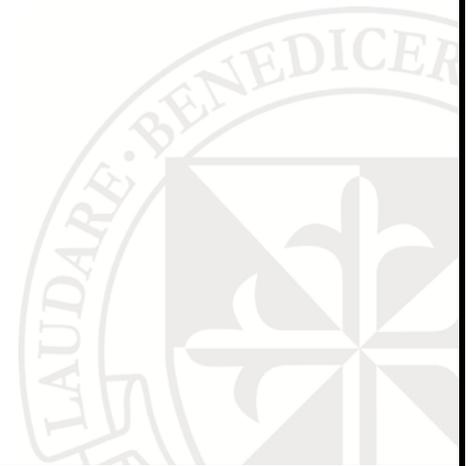
KEY STAGE 2

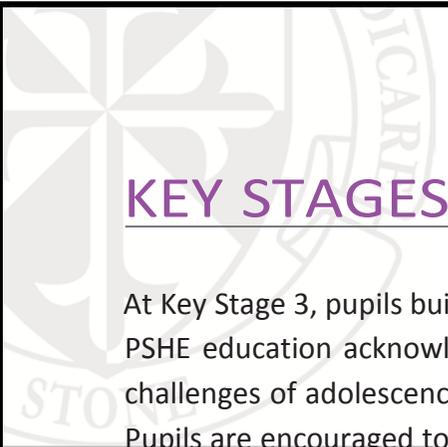
Building on Key Stage 1, pupils should have the opportunity to learn:

- 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; 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



PSHEE Programmes of Study KS3 & KS4

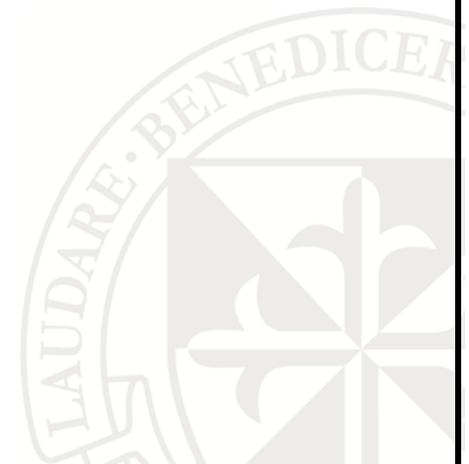


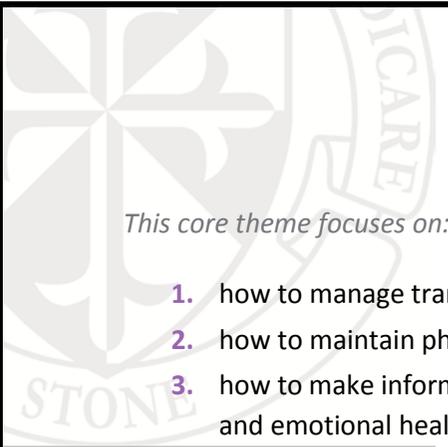


KEY STAGES 3 & 4

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Schools should not feel constrained by the Key Stage 3/4 demarcation shown below and should adapt their planning to reflect their pupils' needs and local priorities.





CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

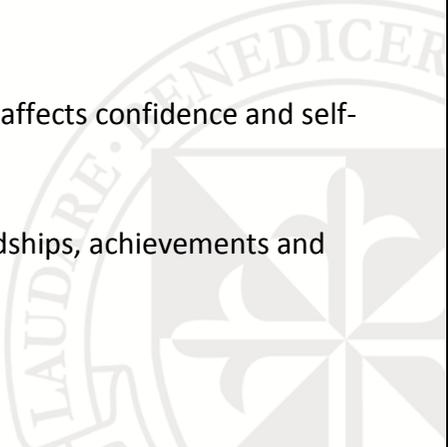
1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

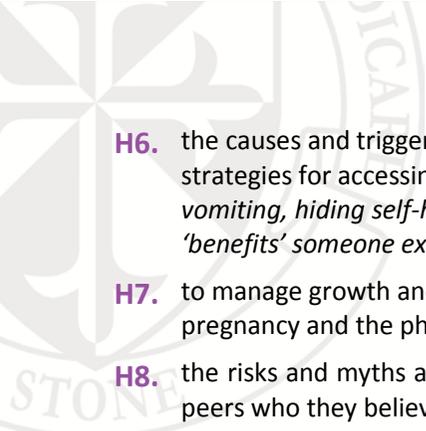
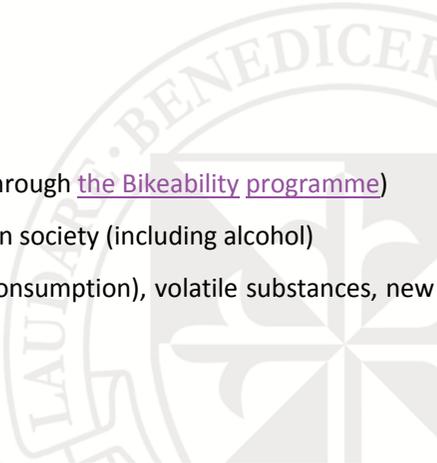
** Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 3

Pupils should have the opportunity to learn:

- H1.** to recognise their personal strengths and how this affects their self-confidence and self-esteem
 - H2.** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
 - H3.** to accept helpful feedback or reject unhelpful criticism
 - H4.** understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and enjoyment
 - H5.** the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
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- H6.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*
- H7.** to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9.** the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
- H10.** the purpose and importance of immunisation and vaccination
- H11.** about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)
- H12.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H13.** the benefits of physical activity and exercise and the importance of sleep
- H14.** to recognise and manage what influences their choices about exercise
- H15.** the importance of, and strategies for, maintaining a balance between work, leisure and exercise
- H16.** what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- H17.** what might influence their decisions about eating a balanced diet
- H18.** how the media portrays young people; to recognise its possible impact on body image and health issues
- H19.** that identity is affected by a range of factors, including the media and a positive sense of self
- H20.** ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- H21.** to understand how the inappropriate use of mobile phones can contribute to accidents
- H22.** to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
- H23.** to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through [the Bikeability programme](#))
- H24.** the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
- H25.** factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

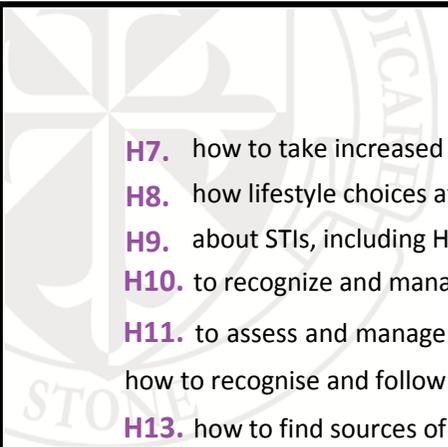
- H26. the law relating to the supply, use and misuse of legal and illegal substances
- H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
- H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- H29. the safe use of prescribed and over the counter medicines
- H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use
- H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

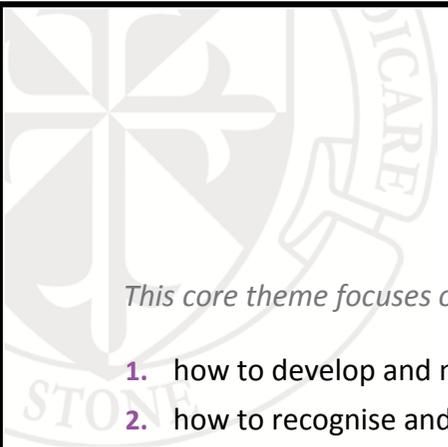
Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
- H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
- H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
- H4. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
- H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*
- H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

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- H7.** how to take increased responsibility for maintaining and monitoring their own health
- H8.** how lifestyle choices affect a developing foetus
- H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- H10.** to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- H11.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons **H12.**
how to recognise and follow health and safety procedures
- H13.** how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
- H14.** about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- H15.** the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- H16.** understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
- H17.** the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
- H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS



CORE THEME 2: RELATIONSHIPS

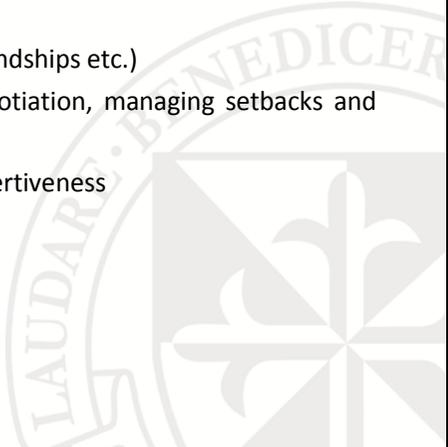
This core theme focuses on:

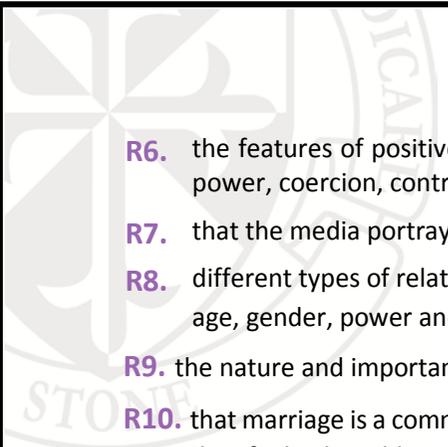
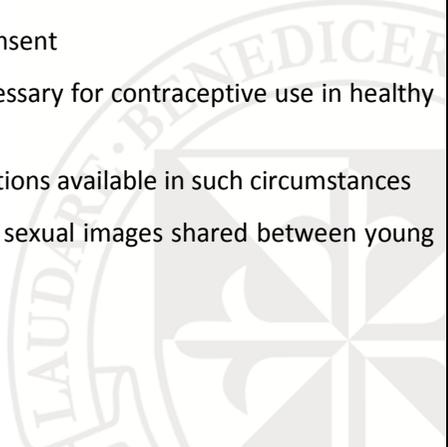
1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

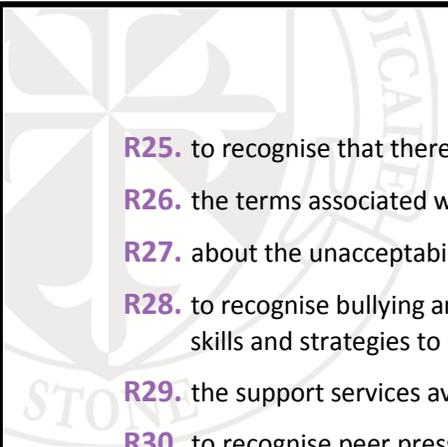
Suggested learning opportunities - Core Theme 2. Relationships

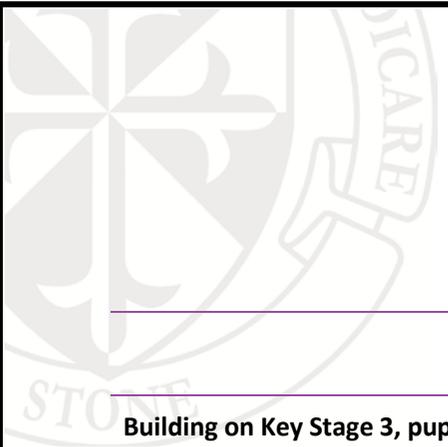
KEYSTAGE 3

Pupils should have the opportunity to learn:

- R1.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
 - R2.** to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
 - R3.** to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
 - R4.** to explore the range of positive qualities people bring to relationships
 - R5.** that relationships can cause strong feelings and emotions (including sexual attraction)
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- R6.** the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7.** that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8.** different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R9.** the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10.** that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R11.** the roles and responsibilities of parents, carers and children in families
- R12.** how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13.** to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14.** to understand what expectations might be of having a girl/boyfriend
- R15.** to consider different levels of intimacy and their consequences
- R16.** to acknowledge and respect the right not to have intimate relationships until ready
- R17.** about readiness for sex and the benefits of delaying sexual activity
- R18.** that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R19.** about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- R20.** how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- R21.** about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- R22.** about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R23.** to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- R24.** about the difference between assigned/biological sex, gender identity and sexual orientation

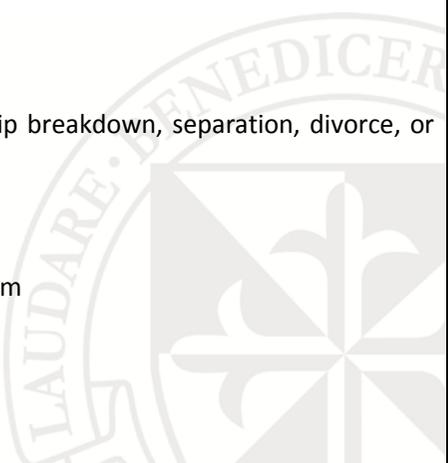
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- R25.** to recognise that there is diversity in sexual attraction and developing sexuality
- R26.** the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R27.** about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
- R28.** to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R29.** the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- R30.** to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
- R31.** to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32.** to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33.** laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34.** about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R35.** the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- R36.** to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- R37.** how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
- R38.** when the sharing of explicit images may constitute a serious criminal offence

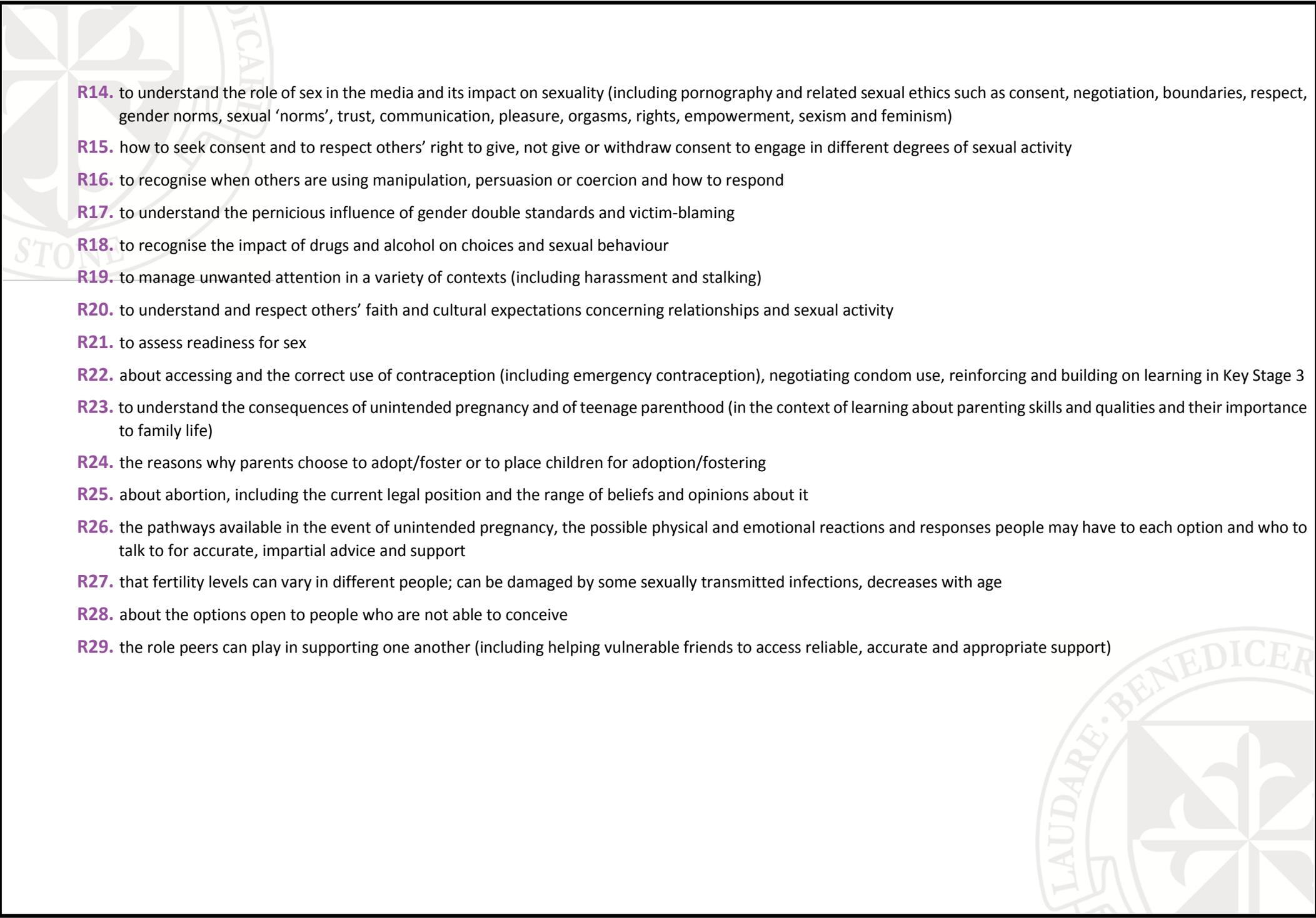


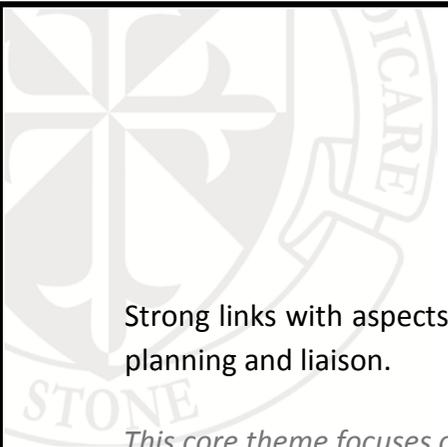
Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- R1.** strategies to manage strong emotions and feelings
 - R2.** the characteristics and benefits of positive, strong, supportive, equal relationships
 - R3.** that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
 - R4.** parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
 - R5.** to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
 - R6.** managing changes in personal relationships including the ending of relationships
 - R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
 - R8.** about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
 - R9.** about the impact of domestic abuse (including sources of help and support)
 - R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
 - R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
 - R12.** how to access such organisations and other sources of information, advice and support
 - R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
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- R14.** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R15.** how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17.** to understand the pernicious influence of gender double standards and victim-blaming
- R18.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R19.** to manage unwanted attention in a variety of contexts (including harassment and stalking)
- R20.** to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- R21.** to assess readiness for sex
- R22.** about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
- R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- R24.** the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- R25.** about abortion, including the current legal position and the range of beliefs and opinions about it
- R26.** the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- R27.** that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
- R28.** about the options open to people who are not able to conceive
- R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)



CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

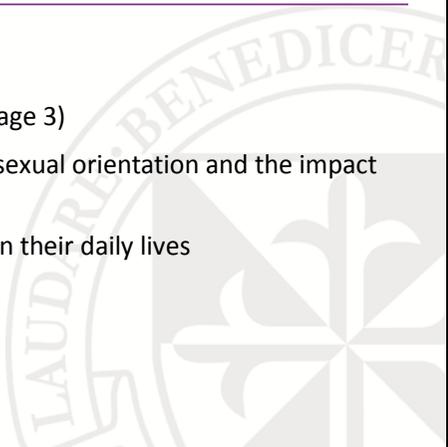
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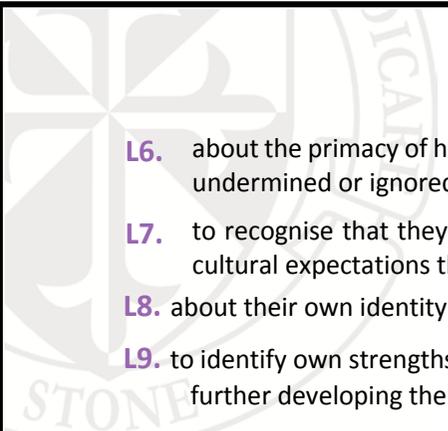
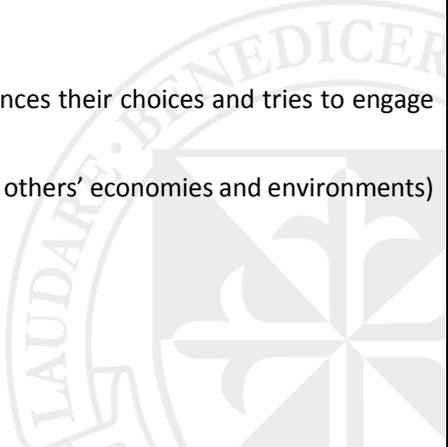
1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

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

KEYSTAGE 3

Pupils should have the opportunity to learn:

- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
 - L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
 - L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
 - L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
 - L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices
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- L6.** about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L7.** to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- L8.** about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9.** to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10.** different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11.** about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12.** about different work roles and career pathways, including clarifying their own early aspirations
- L13.** about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14.** about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process **L15.** the benefits of being ambitious and enterprising in all aspects of life
- L16.** the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- L17.** the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged
- L18.** to assess and manage risk in relation to financial decisions that young people might make
- L19.** about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
- L20.** to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
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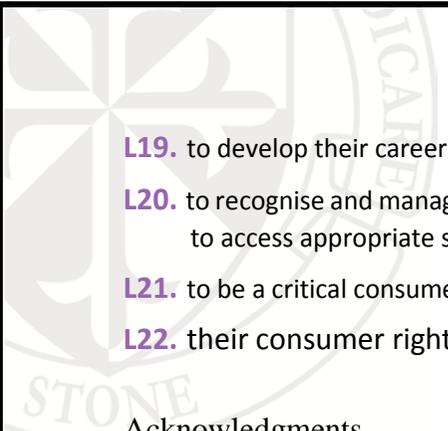
Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues

- L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken

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- L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
 - L20.** to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
 - L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
 - L22.** their consumer rights and how to seek redress

Acknowledgments

The PSHE Association would like to thank all the teachers, agencies and other professionals that have contributed to the development of this framework. In particular we would like to thank colleagues from the Association for Citizenship Teaching; Brook; the Career Development Institute; the Department for Health; the Department for Transport; the Economics, Business and Enterprise Association; the National Health Education Group; the National PSE Association for Advisors Inspectors and Consultants; the Institute for Health Promotion and Education; the Personal Finance Education Group; Public Health England; the RSE Hub; the Sex Education Forum; and Sheffield City Council's Children and Young People's Public Health team. We are also grateful to have built upon the work of many committed and talented practitioners and policy makers who have helped to develop PSHE education over recent years.

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. For further information visit <http://www.pshe-association.org.uk>

