

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

Core Theme 1: Health and Well-being	
Healthy Lifestyles (Physical Well-being)	
<i>children learn . . .</i>	
	Key Stage 1 (Years 1 and 2)
H1	about what keeping healthy means; different ways to keep healthy
H2	about foods that support good health and the risks of eating too much sugar
H3	about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4	about why sleep is important and different ways to rest and relax simple hygiene routines that can stop germs from spreading
H5	that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H6	about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H7	how to keep safe in the sun and protect skin from sun damage
H8	about different ways to learn and play;
H9	recognising the importance of knowing when to take a break from time online or TV
H10	about the people who help us to stay physically healthy
	Key Stage 2 (Years 3, 4, 5 and 6)
H1	how to make informed decisions about health
H2	about the elements of a balanced, healthy lifestyle
H3	about choices that support a healthy lifestyle, and recognise what might influence these
H4	how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5	about what good physical health means; how to recognise early signs of physical illness
H6	about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7	how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8	about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9	that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10	how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
H11	how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of
H12	smoking)
H13	about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
H14	about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Core Theme 1: Health and Well-being

Mental Health

children learn . . .

	Key Stage 1 (Years 1 and 2)
H11	about different feelings that humans can experience
H12	how to recognise and name different feelings
H13	how feelings can affect people's bodies and how they behave
H14	how to recognise what others might be feeling
H15	to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16	about ways of sharing feelings; a range of words to describe feelings
H17	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19	to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	Key Stage 2 (Years 3, 4, 5 & 6)
H15	that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16	about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing to recognise that feelings can change over time and range in intensity

H17	about everyday things that affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about
H18	feelings; about how to express feelings in different ways;
H19	strategies to respond to feelings, including intense or conflicting feelings;
	how to manage and respond to feelings appropriately and proportionately in different situations
H20	to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H21	to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is
H22	important to discuss feelings with a trusted adult
	about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H23	problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
H24	

Core Theme 1: Health and Well-being

Ourselves, Growing and Changing

children learn . . .

	Key Stage 1 (Years 1 and 2)
H21	to recognise what makes them special
H22	to recognise the ways in which we are all unique
H23	to identify what they are good at, what they like and dislike
H24	how to manage when finding things difficult
H25	to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H26	about growing and changing from young to old and how people's needs change
H27	about preparing to move to a new class/year group
	Key Stage 2 (Years 3, 4, 5 & 6)
H25	about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26	that for some people gender identity does not correspond with their biological sex
H27	to recognise their individuality and personal qualities
H28	to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29	about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H30	to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31	about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
H32	about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33	about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
	about where to get more information, help and advice about growing and changing, especially about puberty

H34	about the new opportunities and responsibilities that increasing independence may bring
H35	strategies to manage transitions between classes and key stages
H36	

Core Theme 1: Health and Well-being

Keeping Safe

children learn . . .

Key Stage 1 (Years 1 and 2)	
H28	about rules and age restrictions that keep us safe
H29	to recognise risk in simple everyday situations and what action to take to minimise harm
H30	about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31	that household products (including medicines) can be harmful if not used correctly
H32	ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33	about the people whose job it is to help keep us safe
H34	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H35	about what to do if there is an accident and someone is hurt
H36	how to get help in an emergency (how to dial 999 and what to say)

Key Stage 2 (Years 3, 4, 5 and 6)	
H37	reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H38	wellbeing with reference to social media, television programmes, films, games and online gaming
H39	how to predict, assess and manage risk in different situations
H40	about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H41	about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42	about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H43	about what is meant by first aid; basic techniques for dealing with common injuries
H44	how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H45	that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Core theme 1: Health and Well-being

Drugs, Alcohol and Tobacco

children learn . . .

Key Stage 1 (Years 1 and 2)

H37 about things that people can put into their body or on their skin; how these can affect how people feel

Key Stage 2 (Years 3, 4, 5 and 6)

H46 about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47 to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48 about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49 about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50 about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Core Theme 2: Relationships

Families and Close Positive Relationships

children learn . . .

Key Stage 1 (Years 1 and 2)

R1 about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2 to identify the people who love and care for them and what they do to help them feel cared for

R3 about different types of families including those that may be different to their own

R4 to identify common features of family life

R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Key Stage 2 (Years 3, 4, 5 and 6)

R1 to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2 that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3 about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4 that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5 that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6 that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7	to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8	to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
R9	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Core Theme 2: Relationships

Friendships

children learn . . .

Key Stage 1 (Years 1 and 2)	
R6	about how people make friends and what makes a good friendship
R7	about how to recognise when they or someone else feels lonely and what to do
R8	simple strategies to resolve arguments between friends positively
R9	how to ask for help if a friendship is making them feel unhappy

Key Stage 2 (Years 3, 4, 5 and 6)	
R10	about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11	what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R12	to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
R13	the importance of seeking support if feeling lonely or excluded
R14	that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16	how friendships can change over time, about making new friends and the benefits of having different types of friends
R17	that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18	to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Core Theme 2: Relationships

Managing Hurtful Behaviour and Bullying

children learn . . .

	Key Stage 1 (Years 1 and 2)
R10	that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11	about how people may feel if they experience hurtful behaviour or bullying
R12	that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	Key Stage 2 (Years 3, 4, 5 and 6)
R19	about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R20	strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R21	about discrimination: what it means and how to challenge it

Core Theme 2: Relationships

Safe Relationships

children learn . . .

	Key Stage 1 (Years 1 and 2)
R13	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14	that sometimes people may behave differently online, including by pretending to be someone they are not
R15	how to respond safely to adults they don't know
R16	about how to respond if physical contact makes them feel uncomfortable or unsafe
R17	about knowing there are situations when they should ask for permission and also when their permission should be sought
R18	about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19	basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20	what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	Key Stage 2 (Years 3, 4, 5 and 6)
R22	about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
R23	about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks,
R24	harmful content and contact; how to report concerns how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
R25	recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26	about seeking and giving permission (consent) in different situations
R27	about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28	how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29	where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Core Theme 2: Relationships

Respecting Self and Others

children learn . . .

Key Stage 1 (Years 1 and 2)

- R21 about what is kind and unkind behaviour, and how this can affect others
- R22 about how to treat themselves and others with respect; how to be polite and courteous
- R23 to recognise the ways in which they are the same and different to others
- R24 how to listen to other people and play and work co-operatively
- R25 how to talk about and share their opinions on things that matter to them

Key Stage 2 (Years 3, 4, 5 and 6)

- R30 that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31 to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32 about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33 to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34 how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Core Theme 3: Living in the Wider World

Shared Responsibilities

children learn . . .

Key Stage 1 (Years 1 and 2)

- L1 about what rules are, why they are needed, and why different rules are needed for different situations
- L2 how people and other living things have different needs; about the responsibilities of caring for them
- L3 about things they can do to help look after their environment

Key Stage 2 (Years 3, 4, 5 and 6)

- L1 to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2 to recognise there are human rights, that are there to protect everyone
- L3 about the relationship between rights and responsibilities
- L4

L5	the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
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Core Theme 3: Living in the Wider World

Communities

children learn . . .

L4	Key Stage 1 (Years 1 and 2) about the different groups they belong to
L5	about the different roles and responsibilities people have in their community
L6	to recognise the ways they are the same as, and different to, other people
L6	Key Stage 2 (Years 3, 4, 5 and 6) about the different groups that make up their community; what living in a community means
L7	to value the different contributions that people and groups make to the community
L8	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
L9	about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10	about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Core Theme 3: Living in the Wider World

Media Literacy and Digital Resilience

children learn . . .

L7	Key Stage 1 (Years 1 and 2) about how the internet and digital devices can be used safely to find things out and to communicate with others
L8	about the role of the internet in everyday life
L9	that not all information seen online is true
L11	Key Stage 2 (Years 3, 4, 5 and 6) recognise ways in which the internet and social media can be used both positively and negatively
L12	how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L13	about some of the different ways information and data is shared and used online, including for commercial purposes
L14	about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
L15	recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16	about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
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Core Theme 3: Living in the Wider World

Economic Well-being: Money

children learn . . .

L10 L11 L12 L13	<p>Key Stage 1 (Years 1 and 2)</p> <p>what money is; forms that money comes in; that money comes from different sources</p> <p>that people make different choices about how to save and spend money</p> <p>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>that money needs to be looked after; different ways of doing this</p>
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L17 L18 L19 L20 L21 L22 L23 L24	<p>Key Stage 2 (Years 3, 4, 5 and 6)</p> <p>about the different ways to pay for things and the choices people have about this</p> <p>to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>to recognise that people make spending decisions based on priorities, needs and wants</p> <p>different ways to keep track of money</p> <p>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>to identify the ways that money can impact on people’s feelings and emotions</p>
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Core Theme 3: Living in the Wider World

Economic Well-being: Aspirations, Work and Career

children learn . . .

L14 L15 L16 L17	<p>Key Stage 1 (Years 1 and 2)</p> <p>that everyone has different strengths</p> <p>that jobs help people to earn money to pay for things</p> <p>different jobs that people they know or people who work in the community do</p> <p>about some of the strengths and interests someone might need to do different jobs</p>
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L25 L26	<p>Key Stage 2 (Years 3, 4, 5 and 6)</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
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L27	that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L28	about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L29	about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L30	that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L31	about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
L32	to identify the kind of job that they might like to do when they are older
	to recognise a variety of routes into careers (e.g. college, apprenticeship, university)