

**Definitions :**

**What is PSHE education?**

Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

**Why is PSHE education provision important to schools?**

PSHE education makes a major contribution to schools' statutory responsibilities to

- promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- achieve the whole curriculum aims
- promote community cohesion

The relationship between PSHE education provision and school ethos is important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE education

**Why is PSHE education important to children and young people?**

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

*These definitions and explanations were developed by the PSHE education Strategic Partners Group - a group comprising representatives of national government and non-government organisations concerned with PSHE education. (PSHE Association)*

*PSHE education - working definitions and relationships (September 2010)*

## **What is Relationships and sex education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. There are three main elements :

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(Sex and Relationship Education Guidance DfEE 2000)

Effective relationships and Sex education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe.

**Some aspects of Relationships and sex education are in the Science National Curriculum and are STATUTORY. Many other important aspects of Relationships and Sex education are included in the non-statutory PSHE curriculum**

Whilst many RSE Learning Objectives can be viewed as generic PSHE, the long term PSHE plan should identify units of RSE in every year group to promote and support the spiral curriculum. Links should also be made with any elements of the SEAL programme being used in school.

Key Stage 1 - Relationships and sex education in the Curriculum

<p><b>Science: Statutory</b>  <b>Programme of study: (NC, 1999)</b></p>	<p><b>PSHE: Non-statutory Framework (NC, 1999)</b></p>
<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• To recognize and compare the main external parts of the bodies of humans and other animals</li> <li>• That humans and other animals can produce offspring and that these offspring grow into adults</li> </ul>	<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change</li> <li>• The names of the main parts of the body</li> <li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> <li>• To listen to other people, and play and work cooperatively</li> <li>• To identify and respect the differences and similarities between people</li> <li>• That families and friends should care for each other</li> <li>• That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</li> </ul>
<p>RSE Vocab - to be discussed as part of the ground rules. Children may be asked to give any other terms they know for the scientific vocabulary, to assess pupils understanding. However, only scientific vocabulary will be used.</p>	

KS2 - Relationships and sex education in the curriculum

<p><b>Science: Statutory</b> <b>Programme of study:</b></p>	<p><b>PSHE: Non-statutory Framework (NC, 1999)</b></p>
<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• About the main stages of the human lifecycle</li> </ul> <p>Year 3 and 4 are currently working towards the new National Curriculum 2014.</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• <b>Animals including humans</b></li> </ul> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> <li>• To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> </ul> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>• About how the body changes as they approach puberty</li> <li>• To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable</li> <li>• That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>• That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>• To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>• To recognise and challenge stereotypes</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>• Where individuals, families and groups can get help and support</li> </ul> <ul style="list-style-type: none"> <li>• Pupils...should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</li> </ul>

## What is Drug Education?

'Drugs' refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco

Drug Education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Drug education should take account of pupils' views, so that it is both appropriate to their age and ability, and relevant to their particular circumstances.

(Drugs: Guidance for Schools, DfES 2004)

Drug, alcohol and tobacco education is an explicit, planned component of PSHE....Drug, alcohol and tobacco education provides a context for enabling pupils to increase their knowledge and understanding of drugs, alcohol and tobacco and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by :

- School values and an ethos that have been developed by all members of the school and the wider community
- Positive relationships within the school and between the school and wider community

Whole-school policy and practice that is consistent with the aims of drug, alcohol and tobacco programme. The development of this whole-school approach is supported by Healthy Schools.

### Drug Education is in the Science National Curriculum :

**Key Stage 1** : pupils are taught about the role of drugs as medicines ([Sc2 2d](#))

**Key Stage 2** : pupils are taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health ([Sc2 2g](#))

**Drug Education is also taught in the non-statutory PSHE curriculum**  
(see Appendix 5 for details)