

## Background on the PSHE Association

The [PSHE Association](#) is the leading national body for personal, social, health and economic (PSHE) education in England. Whilst the curricula for PSHE education and personal and social education (PSE) are not identical, we believe they serve the same purpose: preparing young people for life and work in modern Britain.

## What should PSE sessions be about?

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

### *The aim of PSE lessons should be to provide pupils with:*

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

PSE lessons should not be a parade of different topics about which information is given. Instead, PSE lessons should enable children and young people to gradually enrich their understanding of a set of overarching concepts (such as physical and mental health, healthy relationships, identity, risk, diversity and equality) and to develop the skills and attributes they need to thrive (such as resilience, communication and decision-making skills and managing peer influence).<sup>1</sup>

While the rapid emergence of new challenges means schools will have to continuously adapt the subject content of their lessons to suit their pupils' needs, the overarching concepts and essential skills and attributes remain the same. We believe that the subject content through which these concepts, skills and attributes can be developed should include the following four broad themes:

1. **Health:** learn how to maintain physical, mental and emotional health including sexual health; manage risks to health and safety; make healthy and informed choices about drugs, alcohol and tobacco etc.
2. **Relationships:** know how to develop and maintain positive relationships, promote family life and develop parenting skills; understanding how to deal with risky or negative relationships (including all forms of bullying and abuse, sexual and other violence and including sexual consent); and manage loss (bereavement, separation and divorce).
3. **Careers and the world of work:** learn how to manage transition, make responsible choices, be enterprising and ambitious, develop employability and leadership skills, manage risk and develop flexibility and resilience
4. **Economic wellbeing:** manage personal money (and understand its link with public finance), understand budgeting, saving and borrowing, manage financial risk (both positive and negative) and the pressures and influences on economic wellbeing, plan for the future and deal with debt.

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<sup>1</sup> For more detail, see the PSHE Association [Programme of Study](#) p.5-6