



**CORNWALL  
COUNCIL**  
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Together   
for Families

# Personal Social Health and Economic education (PSHE) & Relationship and Sex Education (RSE)

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# Introduction

- Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- PSHE is a non-statutory subject.
- PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.



# What does this mean?

Schools should tailor their local PSHE programme to reflect the needs of their pupils. They should use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.



# Relationships and Sex Education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.



# Promoting fundamental British values through SMSC

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect



# Fundamental British Values.

Schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



# What is taught when?

Typical content might be:

Key Stage 1 (KS1):

Health and Wellbeing: At this stage, children learn about healthy habits, emotions, and how to take care of themselves.

Relationships: They explore friendships, family relationships, and how to communicate effectively.

Living in the Wider World: Basic understanding of their community and the environment.

Key Stage 2 (KS2):

Health and Wellbeing: Building on KS1, students delve deeper into physical health, mental well-being, and safety.

Relationships: Understanding different types of relationships, including online interactions.

Living in the Wider World: Learning about money, work, and responsibilities.



# What is taught when, 2.

## Key Stage 3 (KS3):

Health and Wellbeing: Focusing on physical and mental health, substance abuse, and healthy lifestyles.

Relationships: Covering topics like consent, healthy relationships, and diversity.

Living in the Wider World: Exploring careers, financial literacy, and global issues.

## Key Stage 4 (KS4):

Health and Wellbeing: Addressing mental health, sexual health, and substance misuse.

Relationships: In-depth discussions on relationships, consent, and sexual health.

Living in the Wider World: Preparing for life beyond school, including employability skills.



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