

## 2019 finalised PSHE Framework

### By the end of primary

### RELATIONSHIP EDUCATION

	Pupils should know
<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - <b><i>being explicit about types of families, identity and equality (to be aware of different types of relationship, including those between friends and families civil partnerships and marriage).</i></b></li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p>that *marriage (<i>and civil partnerships</i>) represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple gets married can be civil or religious.</p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b><i>to understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support.</i></b></li> <li>• <b><i>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</i></b></li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• <b><i>to communicate their feelings to others, to recognise how others show feelings and how to respond.</i></b></li> <li>• <b><i>To understand the difference between teasing, relational conflict and bullying and recognising appropriate boundaries and coping mechanisms.</i></b></li> <li>• <b><i>that there are different types of bullying, that these are wrong and unacceptable and how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</i></b></li> <li>• <b><i>to understand that friendship dynamic can change over time and sometimes we outgrow each other.</i></b></li> <li>• <b><i>to be able to identifying difference and similarities between online and offline friendships.</i></b></li> <li>• <b><i>respecting differences and diversity within yourself, your peer group and your friend.</i></b></li> <li>• <b><i>To understand the meaning to exploitation and the many forms this can take (criminal, sexual)</i></b></li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• <b><i>to understand the different forms of communication including verbal, body language, touch, signing etc.</i></b></li> <li>• <b><i>to recognise what constitutes a positive, healthy relationship and develop the skills to develop and maintain positive and healthy relationships.</i></b></li> <li>• <b><i>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).</i></b></li> <li>• <b><i>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</i></b></li> <li>• <b><i>to recognise that our actions and behaviours can affect ourselves and others.</i></b></li> <li>• <b><i>to realise the nature and consequences of discrimination and aggressive behaviours.</i></b></li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns and / or abuse and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**By the end of secondary**

**Relationship Education**

	Pupils should know
<b><u>Families</u></b>	<ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li></ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>• <b><i>to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape / consent / coercion as well as sexual and / or criminal exploitation / manipulation ) and strategies to manage this or get help.</i></b></li> <li>• <b><i>managing changes in personal relationships including the ending of relationships and how to deal with a breakdown in a relationship including the effects of change, including loss, separation, divorce and bereavement.</i></b></li> <li>• <b><i>to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of violence and emotional abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond.</i></b></li> <li>• <b><i>the nature (including emotional, physical, sexual and financial) and impact of domestic abuse (including sources of help and support).</i></b></li> <li>• <b><i>about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement and how to access such organisations and other sources of information, advice and support.</i></b></li> <li>• <b><i>to recognise that abusive behaviour may include emotional, physical, sexual and financial abuse, exploitation, manipulation and coercion how to respond, who and how to access support.</i></b></li> </ul>
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>

	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• The legal implication of knife crime, including the law relating to both carrying and using a knife and sentencing regulations.</li> <li>• Who to speak to / how to report any concerns of criminal behaviours such as, CCE / CSE / Knife Crime etc</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>



## By the end of primary - mental health and well-being

	Pupils should know
<ul style="list-style-type: none"> <li>• <b>Mental Wellbeing</b></li> </ul>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• the importance and impact of sleep on mental wellbeing.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> <li>• <b><i>explore the factors that positively and negatively affects physical, mental and emotional health and identify strategies / coping mechanisms.</i></b></li> </ul>

	Pupils should know
	<ul style="list-style-type: none"><li>• <i>recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</i></li><li>• <i>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</i></li><li>• <i>to understand and use a wide range of emotional vocabulary (emotional literacy).</i></li></ul>

## By the end of secondary - mental health and well-being

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• that happiness is linked to being connected to others.</li><li>• how to recognise the early signs of mental wellbeing concerns.</li><li>• common types of mental ill health (e.g. anxiety and depression).</li><li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li><li>• <b><i>strategies for managing mental health and emotional wellbeing including stress, anxiety, depression, self-harm and suicide, and sources of help and support. Including positive self-talk and reflection.</i></b></li><li>• <b><i>where and how to obtain health information, advice and support (including sexual health services).</i></b></li></ul>
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## By the end of primary - internet safety and harms

<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online.</li><li>• <b><i>to understand what is meant by a digital footprint.</i></b></li><li>• <b><i>develop critical thinking skills to challenge online content e.g fake news potential risks of exploitation online - for example paying for followers / paying for likes, phishing etc.</i></b></li><li>• <b><i>to understand how to use privacy setting, stay non-identifiable (including locations on devices and security settings).</i></b></li></ul>
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## **By the end of secondary - internet safety and harms**

<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li><li>• <b><i>the neuroscience behind internet addiction. *Contact PCC PSHE Framework Manger Chantelle Knight for resource for this.</i></b></li><li>• <b><i>to understand the implications and risks of online gambling.</i></b></li><li>• <b><i>to be aware of risks and consequences (including potential legal implications of creating and / or sharing indecent imagery .</i></b></li></ul>
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## By the end of primary school student should know....

	Pupils should know
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• <b><i>to explore opportunities for physical activity including active travel.</i></b></li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• <b><i>the importance of keeping hydrated.</i></b></li> <li>• <b><i>to understand the risks of energy drinks and caffeine.</i></b></li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

	<ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• <b><i>be knowledgeable about the school nurse as a service and what they offer.</i></b></li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries <i>and water safety and CPR.</i></li> <li>• <b><i>knowledge of ALL emergency services including the coast guard services.</i></b></li> </ul>
<b>Changing Adolescent Body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes .</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**By the end of secondary school, students should know**

	Pupils should know
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li><b><i>to understand the importance of hydration.</i></b></li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li><b><i>sleep - how to get a good night's sleep and how sleep helps with our physical and mental health as well as what can naturally affect / disrupt sleep (puberty / hormones etc).</i></b></li> </ul> <p><b><i>be knowledgeable about the school nurse as a service and what they offer.</i></b></p>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> </ul>



	<p>Pupils should know</p>
	<ul style="list-style-type: none"> <li>• life-saving skills, including how to administer CPR.</li> </ul> <p>the purpose of defibrillators and when one might be needed.</p>
<p><b>Changing adolescent body</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p>

## By the end of primary - drug, alcohol, tobacco (sub misuse)

<b>Drug, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• <b>the facts</b> about legal and illegal harmful substances and <b>associated risks</b>, including smoking (<i>and vaping</i>), alcohol use and drug-taking.</li></ul> <p>(*NB <b>facts</b> around substance misuse are vast ranging from (though not exclusively) physical, social, emotional, behavioural and personal - as with all aspects of the framework it is suggested you look closely at the tool kits and signposted resources for planning).</p> <p>(** NB <b>associated risks</b> around substance misuse are vast ranging from (though not exclusively) risk taking, social acceptance and isolation, dependency, employability, domestic abuse, family breakdown and mental health implication - as with all aspects of the framework it is suggested you look closely at the tool kits and signposted resources for planning).</p> <ul style="list-style-type: none"><li>• <i>Understand what is meant by a prescribed drug and that these can also be harmful if taken unnecessarily and or over used.</i></li><li>• <i>Understand that dosages of prescribed drugs are set by medical professionals.</i></li><li>• <i>Be aware of the harmful effects of energy drinks.</i></li><li>• <i>Understand what is meant by dependency and addiction and how addiction works (link to mobile phone, social media and gaming addiction as well as substances).</i></li><li>• <i>Be knowledgeable about how the media, advertisements, role models and the views of parents, peers and society can influence alcohol consumption.</i></li><li>• <i>Provide opportunity to explore attitudes to - and perceptions of - alcohol and tobacco use.</i></li><li>• <i>Understand all the aspects of PSHE that link to substance misuse such as healthy relationships, mental health and wellbeing, coping strategies, resilience, self-esteem, risk assessing, peer pressure and critical thinking.</i></li></ul>
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**By the end of secondary - drug, alcohol, tobacco (sub misuse)**

	Pupils should know
<p><b>Drug, alcohol and tobacco</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the <b>facts</b> about legal and illegal drugs and their <b>associated risks</b>, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul> <p>(*NB <b>facts</b> around substance misuse are vast ranging from (though not exclusively) physical, social, emotional, behavioural and personal - as with all aspects of the framework it is suggested you look closely at the tool kits and signposted resources for planning)</p> <p>(** NB <b>associated risks</b> around substance misuse are vast ranging from (though not exclusively) risk taking, social acceptance and isolation , dependency, employability and mental health implication - as with all aspects of the framework it is suggested you look closely at the tool kits and signposted resources for planning).</p> <ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> <li>• <b><i>short, long term and prolonged effects of drugs physically and psychologically.</i></b></li> <li>• <b><i>the effects of substances are variable.</i></b></li> <li>• <b><i>what happens to our brains and bodies neurologically when we consume alcohol (including the "hangover"). Alcohol is a depressant.</i></b></li> <li>• <b><i>understand what is meant by an overdose including signs and symptoms of overdosing.</i></b></li> </ul>

	Pupils should know
	<ul style="list-style-type: none"> <li>• <i>who to seek help from inside and outside of school if you are concerned about yourself or someone else in terms of substance usages or misuse.</i></li> <li>• <i>understand implication around substance use and sexual consent.</i></li> <li>• <i>understand all the aspects of PSHE that link to substance use such as healthy relationships, mental health and wellbeing, coping strategies, resilience, self-esteem, risk assessing, peer pressure and critical thinking.</i></li> <li>• <i>understand the role of dehydration and substance use.</i></li> <li>• <i>understand that times of crisis or trauma may affect substance use and may contribute to substance misuse / abuse. Consider healthy coping strategies for the same events (family breakdown, bereavement other traumatic life events).</i></li> </ul>