

Coronavirus (COVID-19) (/coronavirus) Latest updates and guidance

1. [Home \(https://www.gov.uk/\)](https://www.gov.uk/)
 2. [Curriculum and qualifications \(https://www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications\)](https://www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications)
 3. [Personal, social, health and economic \(PSHE\) education \(https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe\)](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe)
- [Department for Education \(https://www.gov.uk/government/organisations/department-for-education\)](https://www.gov.uk/government/organisations/department-for-education)

Guidance

Personal, social, health and economic (PSHE) education

Updated 13 September 2021

Contents

Personal, social, health and
economic education
Relationships and sex
education
Additional support



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Personal, social, health and economic education

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Read more about the [consultation \(https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) and [new statutory guidance \(https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse\)](https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse).

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. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. 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.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to 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.

When any school provides RSE they must have regard to the [Secretary of State's guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>), this is a statutory duty.

Advice for schools

We provided grant funding to the [PSHE Association](http://www.pshe-association.org.uk/) (<http://www.pshe-association.org.uk/>) to advise schools in developing their own **PSHE** curriculums and improve the quality of teaching. The association focuses on signposting schools to resources and in expanding their Chartered Teacher of **PSHE** programme. We also asked the Association to promote the teaching of consent as part of **RSE**, in line with the 2000 statutory guidance.

Additional support

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.

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