

PSHE Education in UK Primary Education: Health and Welfare, Relations and Living in a Wider World

Mustafa Şenel¹

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Abstract

This study systematically examines the core components of the Personal, Social, Health and Economic (PSHE) curriculum implemented in primary schools in the United Kingdom, to evaluate the structural integrity, developmental progression and pedagogical orientations of the curriculum within an analytical framework, and to draw conclusions in this direction by revealing the principles of quality practice that support students' holistic development. The research was conducted based on the document analysis method from qualitative research designs; official curriculum documents, teaching frameworks, and achievement structures were examined through a multi-stage analytical process in terms of content, thematic organisation, developmental continuity, and pedagogical consistency. During the analysis process, the conceptual foundations of the curriculum, the horizontal and vertical alignment of learning areas, the way skills and values are structured according to age levels, and the curriculum's capacity to support students' holistic development were evaluated using a critical synthesis approach. The research findings reveal that the PSHE curriculum offers a holistic and developmentally progressive framework structured under the headings of "Health and Wellbeing," "Relationships," and "Living in a Wider World" for the process from nursery to Year 6. Furthermore, it was determined that the curriculum exhibits a progressive structure that supports the integrated development of cognitive, affective, and social skills, and contains a consistent pedagogical progression aimed at developing students' self-awareness, social responsibility, and civic participation skills. This study not only defines the structural characteristics of the PSHE curriculum but also provides a critical evaluation in terms of developmental continuity, pedagogical consistency, and capacity to support holistic development, offering theoretical and practical insights into value-based and skill-focused curriculum design.

1. Introduction

Technological innovations, globalisation and rapid transformations driven by changing socio-economic conditions necessitate that education systems equip students not only with academic competencies but also with social, emotional and ethical competencies. In this context, Personal, Social, Health and Economic (PSHE) education, as implemented in the United Kingdom, offers a structured curriculum approach that aims to support students' wellbeing, interpersonal competencies and active participation in social life. However, there is a need for systematic and analytical studies on how these outcomes envisaged in the PSHE curriculum are conceptually framed, developmentally sequenced, and pedagogically structured.

PSHE education is structured around three core themes: "Health and Wellbeing", "Relationships", and "Living in a Wider World". These themes aim to support pupils' physical and emotional wellbeing, develop interpersonal responsibility, and foster global citizenship awareness. However, it is not sufficient to consider these themes solely in terms of their objectives; it is necessary to

¹Gaziantep University, Nizip Education Faculty, Educational Sciences Department, Gaziantep, Türkiye, mustafashenel@gmail.com, <https://orcid.org/0000-0001-5283-2595>

Corresponding Author(s): Mustafa Şenel, Gaziantep University, Türkiye

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analytically examine how these themes are structured across year groups, how knowledge, skills and values are progressively developed, and whether the curriculum provides a developmentally consistent framework. Accordingly, this study aims to examine the structural characteristics, thematic consistency, and developmental progression of the PSHE curriculum and to evaluate how the educational objectives envisaged in the curriculum are reflected in the teaching content and learning outcomes.

1.1. Health and Welfare

Health and welfare are closely interconnected concepts that together constitute the foundation of individual and societal well-being. In educational contexts, welfare extends beyond material or institutional support and encompasses conditions that enable individuals to maintain physical health, emotional balance, and psychosocial functioning. Central to this understanding is emotional regulation, which has been consistently identified as a key determinant of mental health and overall well-being across the life span.

Scientific evidence demonstrates that individuals who are able to manage their emotions effectively exhibit better mental health outcomes and higher levels of emotional well-being in childhood (Daniel et al., 2020), adolescence (Robson et al., 2020), and adulthood (Hu et al., 2014; Stubbs, 2024). For instance, a longitudinal study involving 13,500 students in the United Kingdom revealed that children with stronger emotional regulation skills experienced fewer mental health problems and reported higher levels of subjective well-being one year later (Lereya et al., 2022). Similarly, emotional and behavioural self-regulation in childhood has been shown to predict higher life satisfaction, improved health, and more positive social outcomes in adulthood (Stubbs, 2024). These findings highlight emotional regulation as a core mechanism through which welfare conditions translate into sustained well-being.

Within this framework, Personal, Social, Health and Economic (PSHE) education in the United Kingdom plays a critical role in promoting both health and welfare by systematically supporting students' emotional and psychosocial development. PSHE provides structured opportunities for learners to acquire and practise age-appropriate emotional regulation strategies, including identifying and accepting emotions (Torre & Lieberman, 2018), breathing techniques (Obradović et al., 2021), attentional control strategies (Eisenberg & Sulik, 2012), reflective journaling (Burns, 1995; Şenel, 2019), and engagement with natural environments (Lopes et al., 2020). Collectively, these practices enhance students' capacity to cope with negative emotions while fostering positive emotional states such as gratitude, calmness, and a sense of meaning.

Moreover, PSHE education addresses the broader welfare-related determinants of mental health by engaging students with multidimensional factors that influence well-being. Topics such as sleep, nutrition, time management, peer relationships, loneliness, and bullying are explicitly addressed, alongside content designed to strengthen psychosocial resilience. In accordance with the legal and curricular framework in the United Kingdom, primary and secondary school students are also expected to develop an understanding of how physical activity, social participation, self-care practices, and critical evaluation contribute to mental health and overall welfare (Stubbs, 2024). Through this comprehensive approach, PSHE supports the development of a balanced and holistic conception of well-being grounded in health-promoting behaviours and supportive social conditions.

Well-being, therefore, emerges as a central outcome of effective health and welfare provision and is widely recognised as a critical factor in educational success, quality of life, and long-term health. It encompasses not only psychological functioning but also social, physical, academic, and environmental dimensions. From this perspective, schools represent one of the most influential institutional contexts for fostering students' positive development and promoting their overall well-being (Hamre & Cappella, 2015; Huebner et al., 2014). Accordingly, the relationship between student well-being, motivation, and academic achievement has become an increasingly prominent focus of educational research (Bücker et al., 2018; Holzer et al., 2021; Karvonen et al., 2018; OECD, 2017; Salmela-Aro, 2020).

Consistent with this multidimensional view, the literature conceptualises student well-being as an integration of health-related, emotional, social, academic, physical, and environmental components (Hossain et al., 2023). Students’ own perceptions further reflect the layered nature of well-being, which they often describe as a “state of being” arising from the fulfilment of fundamental needs. In this sense, well-being is shaped by what students do (actions and behaviours) and what they have (resources and support), underscoring the dynamic interplay between individual agency and welfare conditions.

Table 1

Students’ Perceptions of the Nature of Well-being (Powell et al., 2018)

Being	Doing	Having
Happiness		Rights
Love	Friendship relationships	Equality
Security	Family support	Justice
Courage	Academic support	Fairness
Health	Healthy lifestyle habits	Good friendships
Trust	Entertainment	Family
Freedom	Self-care	Life experiences
Hope	Making positive decisions	Good nutrition
Loyalty	Doing good deeds	Regular sleep
Empathy	Protecting oneself from bullying	Leisure
		Communication
		Morality

1.2. Relations

In the United Kingdom, healthy relationship education encourages pupils to form safe, respectful and supportive relations with their family, friends and the wider community. This education is important for children’s individual development and for social cohesion. The primary school PSHE curriculum covers social, emotional and physical topics relating to relationships, such as family relationships, friendships, diversity and inclusion, safety and physical changes (Pugh & McPhee, 2024).

The aim of teaching social skills is to enable pupils to communicate appropriately with their family, friends, and community, and to help them develop healthy, trusting relationships. While social skills continue to develop throughout life, many of the behaviours influenced by them become apparent in early childhood (Gander & Gardiner, 1993). Education plays a vital role in enabling children to adapt to their families, friends, and environment by equipping them with the social skills acquired at school. This allows them to become active members of society, interact with the outside world, and develop social awareness (Çubukçu & Gültekin, 2006).

PSHE education aims to help students establish healthy relations. It enables them to recognise risks in their friendships and seek help, establish healthy relationships, gain self-esteem and communicate positively with friends, family and their environment. It also helps them to develop empathy and acquire social adaptation skills (Benham-Clarke et al., 2023; Farrelly et al., 2023).

One factor that positively influences the formation and quality of friendships is inclusivity. In particular, inclusive norms encourage friendships between different groups, and a sense of belonging expands social networks (Garrote et al., 2023). Research shows that increasing relational inclusivity within PSHE education is both possible and effective. Relational inclusivity involves strengthening social bonds, friendships and academic and emotional support networks among students. In this context, PSHE education can help to develop cultural sensitivity (Khulan, 2025a), support global learning (Reimers, 2022) and strengthen social, academic and emotional support networks (Mamas & Trautman, 2025). It can also encourage positive interactions among students (Slaten et al., 2016).

1.3. Living in a Wider World

PSHE education contributes to students’ individual development and covers themes that can be grouped under the heading “Living in a Wider World”, such as global citizenship, social

responsibility, interaction with different cultures and sustainability. This approach aims to help young people grow into successful, conscientious and responsible individuals in an increasingly complex and rapidly changing world.

PSHE education enables students to understand the range of living conditions around the world by addressing topics such as migration, refugees, children's rights, global issues and cultural diversity. Consequently, students develop empathy, tolerance, and social responsibility (Davies et al., 2000; Reimers, 2022). Additionally, PSHE education contributes to learning fundamental concepts such as citizenship, democracy, human rights and the rule of law. This supports young people's active participation in society and the development of their critical thinking skills (Bye-Brooks, 2019; Davies et al., 2000). Furthermore, by covering areas such as financial literacy, career planning, and economic responsibility, PSHE prepares students for real-life necessities and enables them to make independent and informed decisions (Bye-Brooks, 2019; Pugh & McPhee, 2023).

One important dimension of PSHE education is environmental and sustainability education. In this context, environmental education plays a vital role in creating a sustainable society by changing people's knowledge, attitudes and behaviours. Indeed, research shows that climate change should be addressed not only as a geographical phenomenon, but also as an issue of global injustice. One of the fundamental objectives of PSHE education is to develop holistic and critical approaches to global issues among students (Rushton et al., 2025).

Environmental and sustainability education raises awareness and has a lasting impact on values and behaviours. Adopting holistic, participatory, and interdisciplinary approaches strengthens the sustainability of environmental and sustainability education. In this respect, environmental education within the scope of PSHE is a vital tool for creating a sustainable society.

1.4. Significance of the Study

The United Kingdom (including England, Wales, Scotland and Northern Ireland), Canada, Australia and New Zealand provide primary and secondary education under the name PSHE or similar, with comparable content and objectives. PSHE education is a programme that aims to equip children with personal, social, health, and economic skills from an early age. PSHE education is implemented in primary education institutions. As the content of the programme implemented in secondary education institutions differs from that of the primary education programme in some respects, the name of the secondary school programme was changed to RSHE in 2020.

1.5. Purpose of the Study

This research aims to reveal the structure, scope and basic components of Personal, Social, Health and Economic (PSHE) education as implemented in primary schools in the United Kingdom. For this study, scientific literature on PSHE education and data from official institutional websites were systematically compiled and presented within a comprehensive framework. The research therefore aims to define the aspects of PSHE education that contribute to students' personal, social, emotional, health-related and economic development, and to examine the programme's fundamental objectives, content areas and pedagogical approaches. Furthermore, based on the findings, the study aims to reveal the role of PSHE in imparting 21st century skills and its contribution to building a prosperous society.

1.6. Limitation of the Study

This study focuses solely on the PSHE curriculum implemented in the United Kingdom and is limited to the subject areas and content structures covered in Reception and Years 1-6. Although the PSHE approach is also implemented in other countries, programmes from other countries are not included in the scope of this study. Therefore, the findings obtained are not generalisable to international PSHE practices but reflect only the curriculum structure in the UK context.

Furthermore, the RSHE programme implemented at secondary level in the UK is excluded from the scope of this study. Accordingly, the study focuses solely on the developmental and thematic structure

of the PSHE curriculum at primary level and does not cover content and attainment at secondary level.

However, schools in the UK have a certain degree of autonomy in implementing and structuring the PSHE curriculum. Therefore, the data examined in this study is limited to curriculum documents and programme content published on the official websites of schools. This may not fully reflect all differences in practice and classroom pedagogical processes. Consequently, the findings present an analytical assessment of the curriculum framework based on existing documents and may not cover all diversity at the implementation level.

2. Method

This study employs document analysis as a qualitative research method. Document analysis involves the systematic examination and interpretation of written materials that contain information relevant to the phenomenon under investigation (Yıldırım & Şimşek, 2008). Although document analysis is often used to complement literature reviews in academic research, it also constitutes an independent qualitative research method when documents serve as the primary data source (Sak et al., 2021). Research conducted using this method includes the identification, selection, careful reading and systematic evaluation of relevant sources in line with the research purpose (Karasar, 2005). In addition to printed materials, digital and online documents are also considered valid and reliable data sources within the scope of document analysis (Bryman, 2012; Merriam, 2009).

This study focuses on the learning outcomes of the PSHE curriculum, with data obtained from school websites, institutional documents, and government sources. Due to the limited number of academic studies presenting PSHE learning outcomes at the school implementation level in a detailed and comparable manner, the official websites of institutions were considered the primary data source. The document identification process was conducted within the framework of a systematic search strategy. First, the UK Department for Education and Ofsted websites were examined to determine the official framework for PSHE implementation in the UK context. This review clarified the legal framework, mandatory content areas, and key terminology. Subsequently, the Google search engine was used to access school-level documents, searching with the following keyword combinations:

- “PSHE curriculum”
- “PSHE learning outcomes”
- “PSHE scheme of work”
- “PSHE long-term plan”
- “Primary school PSHE policy UK”

The search process has been structured to focus solely on official school and institutional websites operating in the United Kingdom, limited to the ".uk" domain extension. The results obtained were systematically screened; documents that did not provide clear and structured content related to PSHE learning outcomes or PSHE education policies were excluded from the scope of the study.

Academic articles were not included in the findings section of the study. The main reason for this is that no academic work focusing directly on PSHE learning outcomes at the school implementation level was found during the screening process. It was observed that the existing literature focused more on policy frameworks, pedagogical approaches, or practice evaluations; however, it did not provide a systematic analysis of learning outcomes at the classroom or key stage level.

This research primarily focuses on the structural and thematic characteristics of PSHE learning outcomes. The main rationale for this choice is that examining these learning outcomes in terms of content organisation, developmental progression, and thematic coherence has the potential to contribute to programme development processes in other countries within the context of comparative education studies.

The inclusion criteria are as follows:

- The institution must be an official school operating in the United Kingdom,
- It must provide a clear curriculum or learning outcomes document relating to PSHE,
- It must contain structured content at class level or key stage level.

The exclusion criteria are as follows:

- Documents that only contain a general policy statement but do not provide learning outcomes,
- Repetitive or outdated content,
- Documents pertaining to disciplines other than PSHE.

After the specified documents were downloaded, they were systematically coded for content analysis; the structure, thematic organisation and developmental progression of the learning outcomes were examined. The process, which included document identification, screening, eligibility assessment, and inclusion, was conducted in accordance with the PRISMA framework, and a detailed flow diagram is presented in Figure 1. This structured search and selection process aims to increase the transparency and reproducibility of the study.

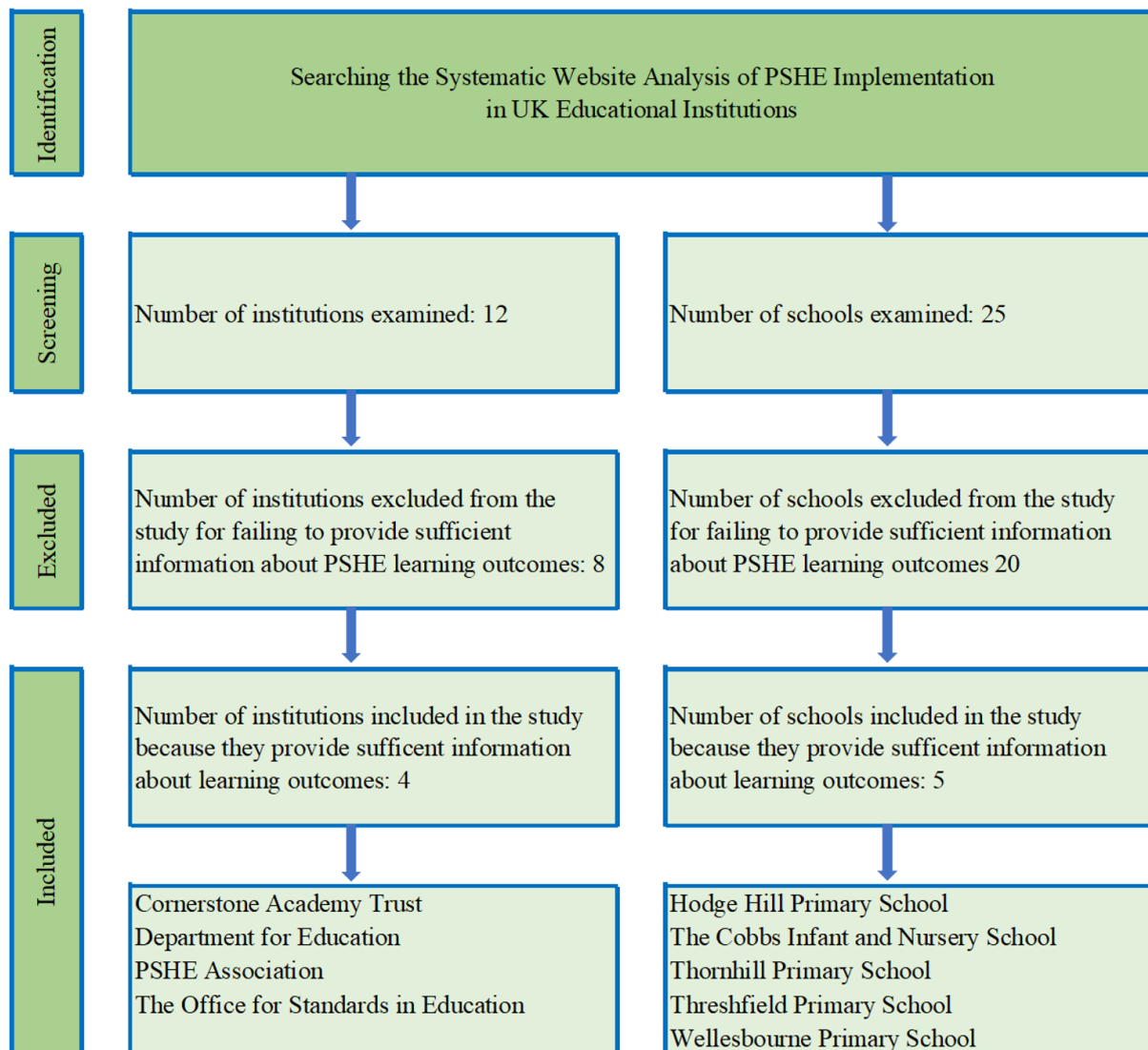


Figure 1. PRISMA Flow Diagram

Document analysis is one of the qualitative research methods widely used in the social sciences and particularly in educational research (Sak et al., 2021). Merriam (2009) states that reports prepared by public institutions or private organisations, institutional documents, and personal records can also be evaluated within the scope of document analysis in the context of educational sciences. Within this

framework, official documents and programme content belonging to educational institutions are accepted as research data. Accordingly, in this study, the data obtained at the class level (learning outcomes) were systematically categorised by the researcher based on the sub-themes of PSHE and organised in tables.

The categories created and the findings obtained were reviewed by the subject matter expert; following consultation with the researcher, it was decided to add some new sub-themes and to merge some sub-themes based on their conceptual similarities. Findings that differed significantly according to grade level and contained rich data were reported separately. However, it was determined that the data for grades 5 and 6 largely consisted of repetitive learning outcomes; in line with the field expert's opinion, it was deemed appropriate to combine the findings for these two grades into a single table.

The PSHE learning outcomes obtained were first categorised thematically by the researcher through content analysis. These categories were then compared with the topics defined by the PSHE Association and their conceptual alignment was examined. This thematic structure was visualised using Maxqda software within the Single-Case Model framework, and the relationships between categories were presented schematically.

In addition, the PSHE learning outcomes for K6 were examined as a comprehensive dataset using Maxqda within the scope of Word Frequency analysis. The analysis identified the most frequently recurring concepts; these concepts were restructured in line with the thematic framework created by the researcher. The findings were visualised and interpreted using the Single-Case Model within a PSHE-centred conceptual network model.

Another important point to consider when interpreting the findings is that the learning outcomes listed in the tables are not common to all schools. Therefore, the tables should be regarded as a comprehensive “compiled corpus of learning outcomes” compiled from the learning outcomes listed on the websites of the institutions examined, rather than reflecting the full programme of a particular school.

3. Findings

3.1. The History of PSHE Education

PSHE education has been included in the curriculum since the Plowden Report of 1967, also known as “Children and Their Primary Schools”. This report emphasised the importance of a child-centred, holistic and inclusive approach to education that promotes students’ personal and social development, as well as their academic achievement. It advocated the importance of pedagogy and the need for education to cater to individual differences and abilities. It also emphasised the importance of practical activities in education and of developing strong relationships between schools and the community (Central Advisory Council for Education, 1967).

PSHE education gained momentum in the 1980s and 1990s amid growing health education concerns. Initially, the institution now known as the National Health Service made significant contributions to the development of the programme’s content and delivery. Over time, PSHE education was structured and incorporated into the national curriculum. It became a legal requirement in the English National Curriculum in 2000, but its implementation was largely left to the initiative of individual schools. PSHE was included in the Education Strategy in 2004, and its framework was clarified in 2007 with contributions from government bodies, educational institutions, individual educators and other stakeholders (Ofsted, 2012). In 2017, the Department for Education announced that PSHE education would become compulsory in all English schools from September 2019. Through this policy statement, the Department for Education aims to ensure that pupils receive a comprehensive education on topics such as healthy relationships, consent, online safety, and mental health that is appropriate for their age and religious beliefs (Department for Education, 2017).

The study topics of PSHE education are: Physical health, mental health, growing and changing, personal safety, relationships, bullying and discrimination, media and digital literacy, money and careers, community and responsibility (PSHE Association, 2025).

3.2. Reception Year PSHE Education Programme

In England, four- and five-year-old children attend nursery school in what is known as the “reception year”. These schools may have their own specific teaching programmes. The PSHE themes and outcomes provided to pupils in these schools are listed in Table 2 (The Cobbs Infant and Nursery School, 2025; Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 2

Nursery School PSHE Themes and Outcomes

Categories	Learning Outcomes
Personal Safety	<ul style="list-style-type: none"> Learn about road safety and protecting oneself from strangers (unknown individuals).
Healthy Eating	<ul style="list-style-type: none"> Know how to choose healthy foods and eat a balanced diet.
Physical Activity	<ul style="list-style-type: none"> Understand the benefits of exercise for overall health. Follow the rules for queuing and waiting in line.
Personal Hygiene	<ul style="list-style-type: none"> Practice basic personal hygiene such as hand washing, brushing teeth, and maintaining personal cleanliness. Understand the importance of healthy living and basic needs such as dressing and using the toilet.
Emotions and Feelings	<ul style="list-style-type: none"> Recognise and express emotions. Develop simple strategies for emotional well-being. Demonstrate their own emotions and understands the emotions of others. Exhibit behaviours such as being patient and waiting for their turn, and focusing on what the teacher says.
Relationships	<ul style="list-style-type: none"> Develop positive relationships with friends and family members. Work and play cooperatively with them. Show sensitivity to their own needs and the needs of others.
Inclusivity	<ul style="list-style-type: none"> Recognise the concept of diversity. Respect differences between cultures and individuals.
Communication Skills	<ul style="list-style-type: none"> Demonstrate behaviours such as active listening, taking turns to speak, effectively expressing feelings and thoughts, using complete sentences, and construct sentences in past, present, and future tenses.
Sharing	<ul style="list-style-type: none"> Understand the importance of sharing and cooperation.
Showing Respect	<ul style="list-style-type: none"> Demonstrate behaviours such as showing respect and courtesy to others, adhering to basic etiquette rules, and being sensitive to others' feelings.
Self-respect	<ul style="list-style-type: none"> See oneself as a valuable individual.
Resilience	<ul style="list-style-type: none"> Demonstrate resilience and perseverance in the face of challenges.
Personal Belongings	<ul style="list-style-type: none"> Protect their personal belongings and understands their importance.
Basic Money Skills	<ul style="list-style-type: none"> Recognise money and its value and understands the purpose of money.

PSHE education helps young children to grow into happy individuals and confident family members who are valued members of the community. During the pre-school period, when children develop their social, emotional and cognitive skills, it is extremely important that they are equipped with the knowledge, perceptions, attitudes and behaviours that will affect their entire lives. PSHE education is a valuable part of a pre-school student’s education. It can help children develop the skills they need to lead happy and fulfilling lives (Prescot Primary and Nursery School, 2025).

3.3. Year 1 PSHE Education Programme

In England, the specific topics covered in PSHE for Year 1 pupils may vary depending on the school and its curriculum. The themes and outcomes provided in the table below are general examples of PSHE topics that may be covered. The specific content and depth of each theme may vary depending on the school's curriculum, resources and local guidelines. Teachers typically use age-appropriate activities, discussions, stories and interactive exercises to help young pupils learn these topics. The PSHE themes and outcomes provided to Year 1 pupils are shown in Table 3 (Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 3

Year 1 PSHE Themes and Outcomes

Categories	Learning Outcomes
Personal Identity	<ul style="list-style-type: none"> ▪ Know their own identity and self, including their name, age, family, and personal characteristics. ▪ Recognise their own qualities.
Emotions	<ul style="list-style-type: none"> ▪ Explore different emotions. ▪ Identify and express emotions appropriately. ▪ Distinguish between emotions such as happiness, sadness, anger and fear. ▪ Manage emotions.
Friendship and Relationships	<ul style="list-style-type: none"> ▪ Demonstrate friendship, cooperation, sharing, and courteous behaviour. ▪ Establish positive social interactions. ▪ Treat others with respect and empathy.
Health and Hygiene	<ul style="list-style-type: none"> ▪ Develop habits of regular hand washing, healthy eating, and regular sleep. ▪ Know basic health concepts. ▪ Pay attention to hygiene rules. ▪ Know the benefits of exercise and basic safety rules.
Personal Safety	<ul style="list-style-type: none"> ▪ Know personal safety procedures, including road safety, the danger of strangers, and basic rules for staying safe at home and in public places. ▪ Possess practical knowledge about staying safe in different situations.
Healthy Habits	<ul style="list-style-type: none"> ▪ Know the importance of oral hygiene, including regular tooth brushing, and personal hygiene routines such as hand washing and bathing. ▪ Develop habits of balanced nutrition and adequate water intake.
Respect and Courtesy	<ul style="list-style-type: none"> ▪ Learn the values of courtesy and consideration for others. ▪ Discover the importance of listening to others, sharing, taking turns, and showing empathy towards peers.
Our Place in the World	<ul style="list-style-type: none"> ▪ Understand that all people have the same basic needs. ▪ Recognise the importance of diversity, culture, gender, language, nationality, and status differences in the formation of identity. ▪ Become aware of their own identity. ▪ Learn to trust different identities. ▪ Establish positive relationships with people from different cultures.
Sustainable Development	<ul style="list-style-type: none"> ▪ Understand that the world's resources must be consumed responsibly for the future of the planet. ▪ Respect the right to life of humans and other living beings.
Peace	<ul style="list-style-type: none"> ▪ Understand concepts such as justice, rights, peace, rules, laws, traditions, and conflict.
Use of Power	<ul style="list-style-type: none"> ▪ Understand their roles and responsibilities within the system. ▪ Use concepts such as equality and rights. ▪ Respect different opinions.
Global Citizenship	<ul style="list-style-type: none"> ▪ Understand that all people belong to a single human race, share a common humanity, and that all people have the same fundamental rights.

PSHE education equips first-year primary school pupils with the awareness of the world and its people required in the 21st century. Pupils are given the knowledge and skills needed to answer the questions posed by this era. It helps them make positive contributions to their communities and the world, and grow into responsible citizens. PSHE education ensures that pupils acquire cultural knowledge and the necessary skills and understanding to make the world a better place and enable societies to flourish. Public speaking is a powerful educational tool in PSHE education. It encourages pupils to become effective speakers and attentive listeners. This enables students to better understand themselves, each other, and the world. Year 1 PSHE education aims to develop students' abilities, instil positive attitudes and virtues, and provide them with basic knowledge and understanding. It provides them with personal, social and emotional skills. It fosters mental and physical flexibility. Students acquire qualities such as a positive outlook on life, resilience, an entrepreneurial spirit, self-control, tolerance, calmness, independence and self-confidence.

3.4. Year 2 PSHE Education Programme

The PSHE themes and outcomes for Year 2 pupils are listed in Table 4 (Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 4

Year 2 PSHE Themes and Outcomes

Categories	Learning Outcomes
Emotions and Well-being	<ul style="list-style-type: none"> ▪ Understand emotions. ▪ Manage their own emotions. ▪ Know strategies for coping with different emotions such as disappointment and excitement.
Relationships and Communication	<ul style="list-style-type: none"> ▪ Build positive relationships. ▪ Possess empathy and effective communication skills. ▪ Listen respectfully to different opinions. ▪ Express their needs and ideas. ▪ Develop conflict resolution skills. ▪ Know that not conforming to gender stereotypes is not a problem. ▪ Know the difference between right and wrong and the role that choice should play in this. ▪ Know where to seek help when bullied. ▪ Know the difference between a one-off incident and bullying.
Personal Safety and Risk Awareness	<ul style="list-style-type: none"> ▪ Know about personal safety in different contexts, such as road safety, online safety, and safety at home and school. ▪ Understand concepts like stranger danger and reason about how to stay safe in various situations.
Healthy Lifestyle Choices	<ul style="list-style-type: none"> ▪ Know about healthy habits and lifestyle choices, including the importance of balanced nutrition, regular exercise, and adequate sleep. ▪ Discuss the benefits of physical activity and healthy eating and how these choices affect their own health.
Diversity and Inclusion	<ul style="list-style-type: none"> ▪ Understand the concepts of diversity, respecting differences, and promoting inclusion. ▪ Develop an understanding and appreciation of diversity in their communities by learning about different cultures, backgrounds, and abilities.
Resilience and Problem Solving	<ul style="list-style-type: none"> ▪ Develop resilience skills and problem-solving abilities. ▪ Learn strategies for overcoming challenges, setting goals, and persevering when faced with difficulties. ▪ Discover the importance of determination, adaptability, and a positive attitude.
Money and Saving	<ul style="list-style-type: none"> ▪ Recognise various forms of money, such as coins, banknotes, and credit cards. ▪ Understand the value of money. ▪ Know basic financial concepts such as the concept of saving.

	<ul style="list-style-type: none"> ▪ Discuss the importance of making choices with money and the basic principles of budgeting. ▪ Know that a purse is used to keep money safe and a piggy bank is used to save money. ▪ (As a child) know that they can receive money from their parents as pocket money, holiday allowance, or gifts.
Our Place in the World	<ul style="list-style-type: none"> ▪ Know that they belong to different groups such as culture, ethnicity, gender, heredity, language, nationality, football teams, class and school. ▪ Know that they can belong to more than one group and that they have different roles and responsibilities within these groups. ▪ Know their own identity and establishes good and positive relationships with other identities.
Sustainable Development	<ul style="list-style-type: none"> ▪ Know that the world's resources must be consumed responsibly so that people and all other living things can continue to exist safely in the future.
Rights and Responsibilities	<ul style="list-style-type: none"> ▪ Know that as a child they have various rights as well as responsibilities. ▪ Know they have the right to enjoy their free time. ▪ Be aware of their responsibilities to be considerate and safe towards others.
Inclusive Community	<ul style="list-style-type: none"> ▪ Know that children from diverse backgrounds and communities are included.
We Are All Equal	<ul style="list-style-type: none"> ▪ Understand that everyone is a different and unique individual, but also share many similarities with other people. ▪ Understand that everyone is equal, despite belonging to different communities and groups. ▪ Respect differences and commonalities as a source of richness.
Cybersecurity	<ul style="list-style-type: none"> ▪ Learn how to access the internet through various devices such as televisions, tablets, phones, PCs, and game consoles. ▪ Understand the value of using the internet for different purposes and the different reasons adults use it. ▪ Know the benefits of the internet, such as accessing information, doing things faster, online shopping, markets, communication, money transfers, travel, online learning, entertainment, etc., but also know that not everything online is appropriate, factual, or reliable. ▪ Know that not all information found on the internet may be accurate.
Need vs. Want Distinguishing	<ul style="list-style-type: none"> ▪ Understand that things like water, food, clean air, clothing, shelter, food, and medical care are needs necessary for survival. ▪ Recognise that things like TV, mobile phones, games, designer shoes, computer games, and sweets are wants that are not necessary for survival.

PSHE education is a programme designed to help children and young people develop their social and emotional skills, make informed choices about their health and welfare, develop a positive sense of self-worth, understand their rights and responsibilities, establish a sense of community, learn to cope with difficulties and prepare for adult life. The specific content covered may vary depending on the school's curriculum and available resources. Teachers adapt topics to the developmental levels and needs of their students, using a variety of activities, discussions, stories and interactive exercises to facilitate learning.

3.5. Year 3 PSHE Education Programme

The PSHE themes and outcomes for Year 3 pupils are listed in Table 5 (Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 5

Third-Year PSHE Themes and Outcomes

Categories	Learning Outcomes
Emotional Well-being	<ul style="list-style-type: none"> ▪ Continue to develop understanding of emotions and wellbeing. ▪ Learn strategies to manage emotions effectively, build resilience, and promote positive mental health.
Healthy Lifestyles and Choices	<ul style="list-style-type: none"> ▪ Discover the importance of leading a healthy lifestyle. ▪ Understand nutrition, the benefits of regular exercise, and how to make conscious choices for physical wellbeing. ▪ Discuss the effects of unhealthy habits on health.
Positive Relationships	<ul style="list-style-type: none"> ▪ Focus on developing and maintaining positive relationships. ▪ Possess empathy, respect, active listening, and effective communication skills. ▪ Acquire the ability to form and maintain healthy friendships and resolve conflicts peacefully.
Emotional Skills	<ul style="list-style-type: none"> ▪ Use the "Work it out together" technique to calm and resolve conflicts with friends and family. ▪ Empathise with people who are bullied and uses their skills to support someone who is being bullied. ▪ Acquire the skills to give praise and compliments.
Online Safety and Digital Citizenship	<ul style="list-style-type: none"> ▪ Learn about online safety, responsible internet use, and digital citizenship. ▪ Explore concepts such as online privacy, cyberbullying, distinguishing reliable sources, and being responsible digital citizens. ▪ Know that games and websites containing violence or adult themes are inappropriate. Recognise child-friendly search engines. ▪ Know that inappropriate content can be accessed date accidentally while online. ▪ Know that they can use the reporting and blocking features on various websites to report or stop viewing inappropriate content. ▪ Learn about content filters and parental controls.
Identity and Diversity	<ul style="list-style-type: none"> ▪ Discover their own identity and the diversity of others. ▪ Develop tolerance, understanding, and respect for diversity by learning about different cultures, traditions, and beliefs. ▪ Discuss stereotypes, prejudices, and discrimination.
Citizenship and Society	<ul style="list-style-type: none"> ▪ Develop an understanding of their roles and responsibilities as citizens. ▪ Learn to make positive contributions to society. ▪ Participate in discussions about rights, responsibilities, and democratic values.
Rules and Laws	<ul style="list-style-type: none"> ▪ Understand the importance of rules and laws. ▪ Express their views on issues such as protecting law and order, keeping people safe, and ensuring that people know how to behave in society.
Financial Education	<ul style="list-style-type: none"> ▪ Possess basic financial literacy skills. ▪ Learn to save money, budget, and make informed consumer choices. ▪ Explore concepts such as needs and wants, planning for the future, and the importance of economic well-being.
Understanding Professions	<ul style="list-style-type: none"> ▪ Learn about different professions such as teacher, assistant, cleaner, doctor, nurse, surgeon, carer, banker, accountant, security guard, cashier, etc., and different job sectors such as education, health, and security. ▪ Know that adults can work in one or more jobs. ▪ Know that men and women can do the same jobs and have the same abilities. ▪ Know that stereotypes can be harmful and can influence people's attitudes. ▪ Understand that they can prevent people from believing they can do certain things. ▪ Discuss topics such as leadership, decision-making, teamwork, punctuality, consistency, dedication, hard work, motivation, good

	<ul style="list-style-type: none"> communication, perseverance, etc., necessary for success in working life. ▪ Know that no matter how big people are, they can pursue their interests and dreams. ▪ Know that different professions require different qualities. ▪ Recognise the requirements for becoming a writer, such as enjoying reading and reading a lot, or for becoming a footballer, such as being athletic. ▪ Know that skills can be learned and developed.
Setting Goals	<ul style="list-style-type: none"> ▪ Know that setting clear goals can help them achieve their aspirations. ▪ Learn to plan in order to reach their goals.

In the third year of PSHE education, the themes of online safety, digital citizenship and understanding careers, as well as students' emotional development, are emphasised. Compared to primary school pupils in Years 1 and 2, those in Year 3 are older and more aware of what is happening around them. They can now discuss and express their views on their experiences.

3.6. Year 4 PSHE Education Programme

Table 6 shows the PSHE themes and outcomes for fourth-year pupils (Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 6

Fourth Grade PSHE Themes and Outcomes

Categories	Learning Outcomes
Emotional Intelligence and Resilience	<ul style="list-style-type: none"> ▪ Develop emotional intelligence and resilience skills. ▪ Learn strategies for managing stress, coping with change, and developing a positive mindset. ▪ Explore problem-solving and decision-making techniques. ▪ Acquire the ability to regulate emotions.
Healthy Relationships	<ul style="list-style-type: none"> ▪ Focus on establishing and maintaining healthy relationships. ▪ Learn about effective communication, active listening, empathy, and conflict resolution. ▪ Understand the importance of mutual respect, tolerance, and cooperation. ▪ Empathise with people whose lives are different from their own. ▪ Anticipate the effects of their actions on themselves and others. ▪ Know that behaviours such as bullying, spreading rumours and name-calling are wrong and avoid such behaviours.
Online Safety and Media Literacy	<ul style="list-style-type: none"> ▪ Deepen their understanding of online safety, responsible internet use, and media literacy. ▪ Learn about digital footprints, protecting personal information, and responsible social media use. ▪ Critically evaluate online content. ▪ Notice advertisements they encounter in online applications. ▪ Learn that advertisements can encourage people to buy things. ▪ Learn that when searching the internet, the most popular content is usually presented to people and that this is not always the correct answer. ▪ Understand that the information, documents, pictures, videos, etc. that the internet offers people may not always be correct.
Body Image and Self-Esteem	<ul style="list-style-type: none"> ▪ Discover concepts related to body image, self-esteem, and positive self-image. ▪ Learn strategies for building self-confidence and developing a healthy body image. ▪ Understand media influences, stereotypes, and the importance of self-acceptance.

Healthy Lifestyles and Well-being	<ul style="list-style-type: none"> ▪ Gain knowledge about healthy habits, including nutrition, exercise, and sleep. ▪ Discover the benefits of balanced nutrition, regular physical activity, and the importance of adequate rest for overall health.
Rights and Responsibilities	<ul style="list-style-type: none"> ▪ Gain an understanding of rights and responsibilities at school and in the wider community. ▪ Understand the importance of individual rights, equality, justice, and respect for the rights of others. ▪ Understand the rights and responsibilities of being a citizen in their community and country. ▪ Learn how an individual's behaviour can affect a group and the outcome. ▪ Learn how democracy and having a say benefit the school community. ▪ Learn how they can contribute to the democratic process. ▪ Know they have rights and responsibilities in the classroom, at school, in their community and in their country.
Money Management and Consumer Awareness	<ul style="list-style-type: none"> ▪ Develop financial literacy skills such as budgeting, saving, and making responsible consumer choices. ▪ Know about the concept of earning money, needs versus wants, and the importance of financial planning. ▪ Know that people's budgets can vary, with some having to live on a very small income while others live on a larger income, and therefore their spending may also vary accordingly. ▪ Understand the necessity of saving for high-budget purchases such as buying a house or a car. ▪ Learn the importance of budgeting, acting according to their income and expenditure balance, and saving for emergencies. ▪ Learn about different payment methods such as cash payment, payment by bank card or credit card, payment by cheque, online payment, payment by phone, and contactless payment. ▪ Know about how money can be spent in ways that positively or negatively impact people. ▪ Learn that while there are positive situations such as charitable organisations, donations, buying gifts for others, treating oneself, and doing weekly shopping so that everyone can eat, there can also be negative situations such as buying single-use plastic, constantly buying unhealthy food/takeaways, overspending and not keeping track, and gambling.
Cultural Differences	<ul style="list-style-type: none"> ▪ Learn about their own culture and different cultures. ▪ Respect people with different beliefs and cultural backgrounds. ▪ Understand what culture is; that cultural differences can exist and sometimes be a source of conflict. ▪ Know the racism and that it is unacceptable. ▪ Understand how different their lives are from those of children living in developing countries.
Dreams and Goals	<ul style="list-style-type: none"> ▪ Recognise the concept of happiness independent of material wealth. ▪ Know that some dreams require money to be realised. ▪ Understand that people from different cultures may have different dreams and goals. ▪ Verbally express how they want their life to be when they grow up. ▪ Recognise and appreciate the opportunities their country offers them.
Social Belonging	<ul style="list-style-type: none"> ▪ Learn that people are social beings who share common norms. ▪ Gain knowledge about the support and contribution to society of different occupational groups such as police officers, teachers, doctors, nurses, builders, and postmen. ▪ Learn that some civil society organisations provide assistance to society free of charge.

Compassion and Kindness	<ul style="list-style-type: none"> ▪ Learn that compassion and kindness are things we can show to all living things, such as humans, animals and plants. ▪ Learn the importance of showing compassion to those who fall in the playground, to the homeless and poor, and to those who have lost something or someone precious. ▪ Know what to do about cruelty towards pets, street animals and wild animals. ▪ Know and develop behaviours regarding the protection of trees and forests, water conservation, and the limited consumption of natural resources.
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In their fourth year, pupils learn to be part of a team, adopt positive attitudes, take action and recognise that people can have different roles, by learning about different professions. Economics and online safety form an important part of the fourth-year PSHE education programme. The programme also covers the right to life of all living things and the sustainability of the planet.

3.7. Years 5 and 6 PSHE Education Programmes

Table 7 shows the PSHE themes and outcomes for fifth and sixth-year pupils (Hodge Hill Primary School, 2025; Threshfield Primary School, 2025; Cornerstone Academy Trust, 2025; Thornhill Primary School, 2025; Wellesbourne Primary School, 2025).

Table 7

Fifth and Sixth Grade PSHE Themes and Outcomes

Categories	Learning Outcomes
Personal Development	<ul style="list-style-type: none"> ▪ Know that self-awareness and self-esteem; regulates emotional state. ▪ Develop resilience, coping skills, goal setting, decision making, time management and organisational skills. ▪ Learn how emotions change over time and can be experienced at different intensity levels. ▪ Learn how to cope when faced with adversity, how to learn from mistakes, and how to protect oneself from unhelpful thoughts. ▪ Know how to express emotions and thoughts appropriately.
Relationships	<ul style="list-style-type: none"> ▪ Build positive relationships and friendships. ▪ Respect differences and diversity. ▪ Acquire skills in communication, active listening, conflict resolution, negotiation, and setting personal boundaries. ▪ Advise and support their friends on how to control their emotions.
Health and Well-being	<ul style="list-style-type: none"> ▪ Develop habits of healthy and regular eating, physical activity and exercise, personal hygiene, regular sleep and effective rest, mental health awareness and stress management. ▪ Know how to stay safe in unfamiliar places such as stations, bus stops, public areas, etc. ▪ Know the dangers of fire, fireworks, sun, etc. and how to protect themselves.
Citizenship and Social Responsibility	<ul style="list-style-type: none"> ▪ Understand of rights, responsibilities, and democracy; national values and citizenship values; digital citizenship and online safety; environmental awareness and sustainability; and the importance of contributing to society and helping others.
Economic Awareness	<ul style="list-style-type: none"> ▪ Learn basic economic concepts such as money and finance; budgeting and saving, needs, wants, supply and demand. ▪ Know about entrepreneurship and business, consumer rights and responsibilities. ▪ Understand the role money plays in daily life, people's attitudes towards money, and what influences our decisions regarding money. ▪ Recognise concepts such as the cost of living, economic crisis, and inflation. ▪ Gain the ability to be a critical consumer, to think about the things they plan to buy and to obtain the right price offer. ▪ Learn about cash and instalment shopping methods. ▪ Learn that lack of money can cause anxiety and worry, which can affect a person's mental and physical health.

	<ul style="list-style-type: none"> ▪ Learn that earning money is a vital necessity, enabling people not only to pay for their basic needs but also to socialise and enjoy their free time. ▪ Understand what debt and borrowing are and grasp the importance of paying debts on time. ▪ Learn that an individual or a group may request money from people in the form of loans, donations, etc., and that this may be done with good or bad intentions. ▪ Know that gambling is one of the dangerous and addictive bad habits. ▪ Know that the desire to earn money is not always positive. ▪ Recognise concepts such as bankruptcy, loss of wealth, excessive borrowing, falling into debt, eviction, and foreclosure. ▪ Learn who to turn to when experiencing financial difficulties.
Employment	<ul style="list-style-type: none"> ▪ Understand the importance of work. ▪ Learn that they can have a full-time job or work part-time while pursuing a university education.
Use of Resources	<ul style="list-style-type: none"> ▪ Learn about social responsibilities such as keeping the streets clean, repairing roads, collecting rubbish, parking, activities for young people, parks, recreation and health services. ▪ Become sensitive to the cleanliness of the city. ▪ Gain awareness of sustainability through activities such as collecting rubbish, walking to and from school, using public transport, recycling, and reusing items, thereby acquiring skills to tackle environmental issues.
Living in a Wider World	<ul style="list-style-type: none"> ▪ Understand how people share a common responsibility to help protect the world around them. ▪ Grasp how daily choices, such as the things people buy or prefer, can affect the environment and others. ▪ Share their thoughts, ideas and opinions in discussions on current issues and expand their vocabulary.
Compassion and Kindness	<ul style="list-style-type: none"> ▪ Learn that they can show compassion to all living things in different ways. ▪ Understand that compassion shown to humans and animals can take different forms. ▪ Learn that they can also show compassion to other living things, such as plants, by watering them, planting more trees, etc.
Media Literacy	<ul style="list-style-type: none"> ▪ Understand that different types of media exist for various purposes such as entertainment, propaganda, information, and advertising.
Digital Skills	<ul style="list-style-type: none"> ▪ Know digital devices and content, software, coding, digital music and photography, internal and external storage devices, and cloud applications. ▪ Know how to preserve digital documents and what constitutes digital crimes.
Prejudices	<ul style="list-style-type: none"> ▪ Know that generalisations such as “all girls like pink”, “girls don’t like sports”, “all boys like football” are wrong approaches to evaluating people based on their social groups. ▪ Understand that stereotypical views about what a person will do or how they will behave based on their social groups, such as race, gender, religion, age, and culture, are prejudices and should be avoided.
The Role of Perseverance	<ul style="list-style-type: none"> ▪ Set goals. ▪ Know that really wanting to do or achieve something is perseverance. ▪ Know the difference between perseverance and ambition. ▪ Gain an awareness that success can be achieved through hard work and dedication. ▪ Understand that people of different genders, races, religions and cultures have equal opportunities to achieve what they want, and that being disabled, for example, is not a reason to feel that they cannot pursue their dreams. ▪ Develop their self-esteem by identifying positive things about themselves and their achievements.

PSHE education generally covers topics such as “Health and Wellbeing”, “Relationships” and “Living in a Wider World”, and many themes and outcomes can be determined under these topics according to the school's needs. Throughout their primary education, pupils learn how to cope with the problems they may encounter during childhood, adolescence and adulthood. They also learn how to take precautions to prevent these problems from arising, and that protecting the world is only possible if all stakeholders are well. Furthermore, pupils learn that building healthy relationships is

essential for a happy life. Pupils develop PSHE skills through classroom activities, school activities and extracurricular activities such as practical work, field trips, discussions, writing assignments, research, presentations and guest speakers. Schools have the opportunity to determine the content and methods of these activities. Some schools also offer PSHE mentoring programmes.

3.8. Analysis of PSHE Categories

All learning outcomes defined from “pre-school education to Year 6” (K6) level were analysed by linking them to categories created by the researcher and topics defined by the PSHE Association, and this mapping is presented in Figure 2.

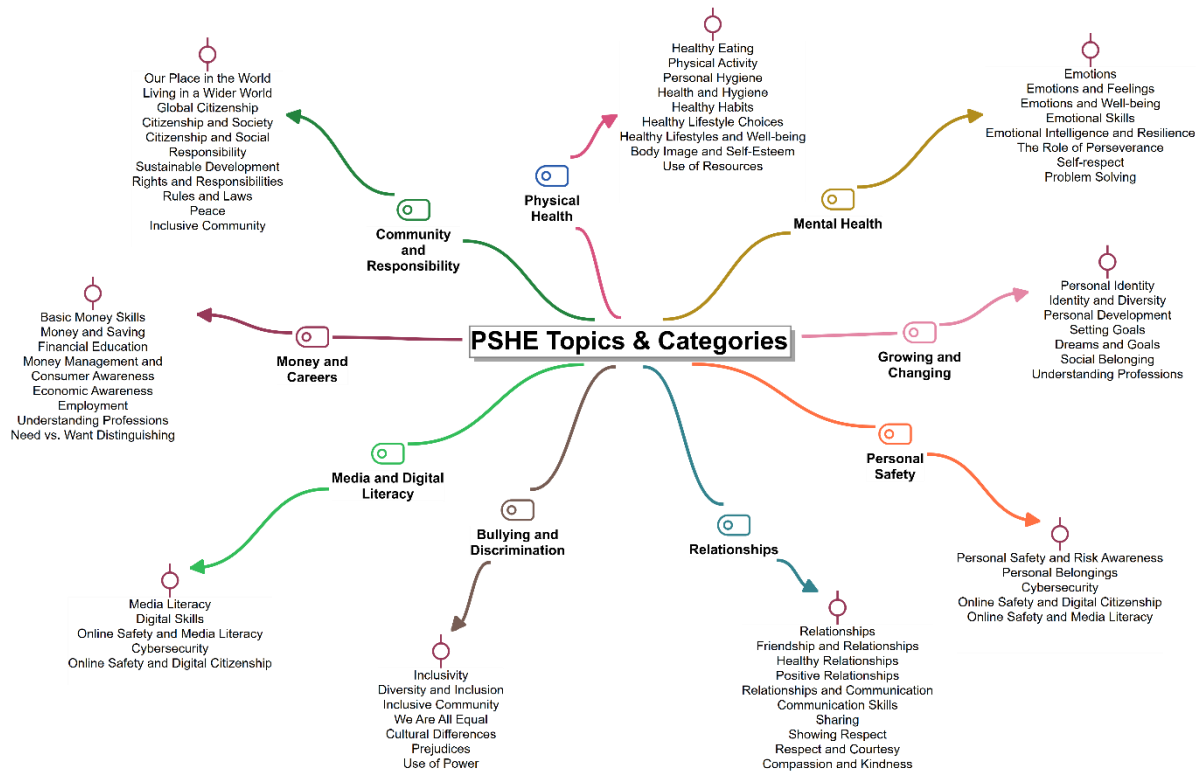


Figure 2. Analysis of Categories Related to Learning Outcomes with PSHE Topics

Figure 2 visually maps the correspondence between the researcher-generated categories derived from K6 PSHE learning outcomes and the official topic framework defined by the PSHE Association. As illustrated in the model, the learning outcomes cluster coherently around the core topic domains: Physical Health, Mental Health, Growing and Changing, Personal Safety, Relationships, Bullying and Discrimination, Media and Digital Literacy, Money and Careers, and Community and Responsibility.

The conceptual alignment displayed in the figure indicates that the thematic categorizations emerging from the word-frequency and content analysis are structurally consistent with the PSHE Association’s topic architecture. Each domain is supported by concept clusters that reflect both knowledge components (e.g., health literacy, digital literacy, financial awareness) and socio-emotional competencies (e.g., emotional intelligence, resilience, respect, inclusion).

Moreover, the visual structure demonstrates that the PSHE programme at K6 level is content-rich and systematically organized around interconnected developmental domains. The distribution of concepts across categories suggests intentional vertical progression and cross-domain integration. The continuity of themes—such as identity development, wellbeing, responsibility, and citizenship—across topic areas reflects a spiral and developmentally sequenced curriculum design. Consequently,

the figure provides evidence that the programme maintains vertical coherence across grade levels and structures learning outcomes in alignment with the principle of developmental continuity.

3.9. Analysis of PSHE Learning Outcomes

PSHE learning outcomes for K6 were examined in terms of word frequency analysis using Maxqda software; the data obtained were associated with categories created by the researcher. The findings reached as a result of the analysis are presented in Figure 3.

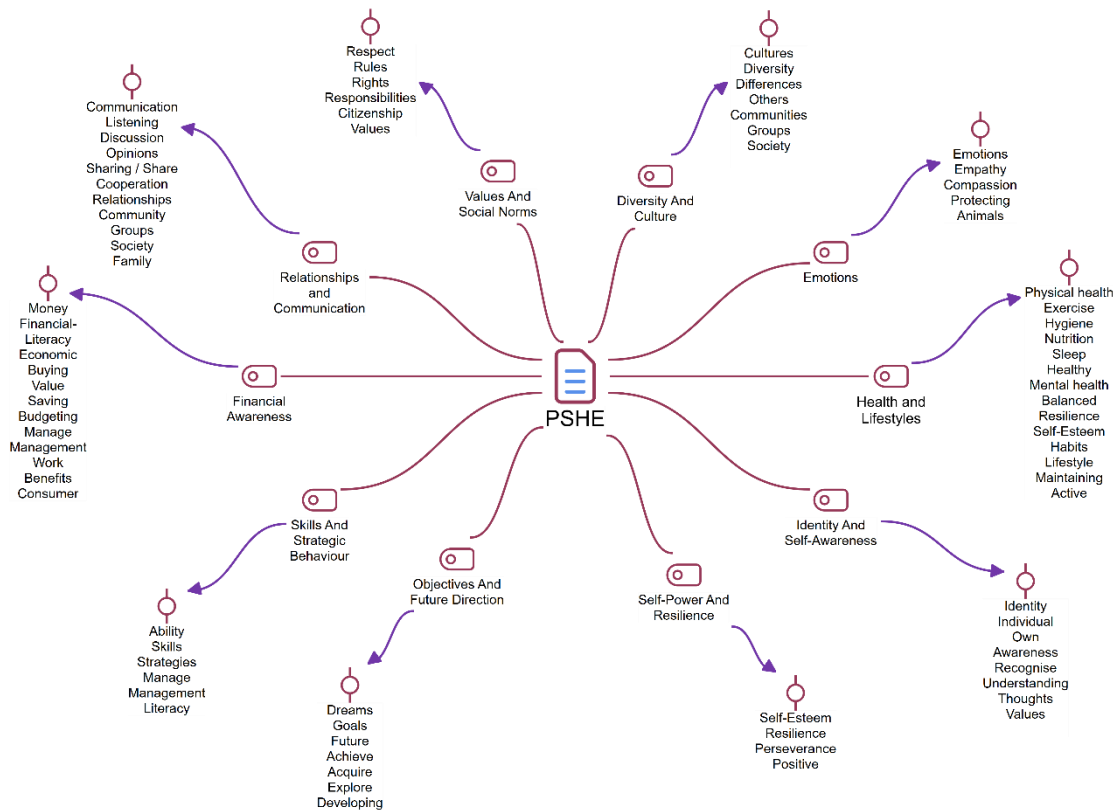


Figure 3. Analysis of PSHE Learning Outcomes Word Frequency

In Figure 3, the concepts with the highest frequency in the PSHE learning outcomes at K6 level were identified through a Word Frequency analysis conducted using Maxqda software; the data obtained were structured by the researcher under thematic categories and visualised within the framework of the Single-Case Model.

PSHE is positioned at the centre of the visual; the findings are organised around ten core categories: Relationships and Communication, Values and Social Norms, Diversity and Culture, Emotions, Health and Lifestyles, Identity and Self-Awareness, Self-Power and Resilience, Objectives and Future Direction, Skills and Strategic Behaviour, and Financial Awareness. Each main category, together with the sub-concepts below it, reveals the multidimensional structure of the programme.

This structure demonstrates that the PSHE programme is not only rich in content but also establishes a holistic and systematic set of objectives across developmental areas such as values, identity development, health, emotional awareness, financial awareness, and future orientation. The interconnected structure between categories ensures vertical and horizontal consistency across year groups and demonstrates that learning outcomes are designed in line with the principle of developmental continuity.

4. Conclusion and Discussion

Davies and Matley (2020) emphasise the importance of using appropriate language in the learning environment and avoiding labelling. They also advocate for inclusive education and stress that teachers require in-service training in PSHE education, as well as access to evidence-based information, to boost their confidence. They also emphasise the importance of prioritising discussion methods in PSHE education and drawing more on teachers' contributions to enrich the programme. Brown et al. (2011) argue that an effective approach is for PSHE teachers to come together to exchange ideas on current issues and share resources, and that PSHE education should form part of a school's ethical values alongside the principles of being "student-centred", "realising potential" and "inclusive". PSHE education teaches students about their rights and responsibilities, and provides teachers with an opportunity to become more aware of these issues. It is also stated that students progress in 'recognising other people' through this education.

Brown et al. (2011) found that, particularly through PSHE education, students showed a keen interest in discussing feelings and emotions, and in particular, awareness of how emotions are expressed and their effect on others. Social and emotional topics such as friendship and kindness are prominent in PSHE education, and problems such as exclusion and establishing superiority can be resolved. Through PSHE education, pupils learn to consider how they treat others, be aware of others' feelings and perspectives, consider how others might treat them, identify the best ways to manage negative situations, recognise safe and unsafe people, and learn how to "calm down" and "walk away" when feeling angry. PSHE education raises awareness of risky topics such as bullying, to which young people may be exposed, and how to deal with it most effectively (Evans & Evans, 2007).

The PSHE education programme aims to create an inclusive learning environment. It does this by helping students to understand their own values and social norms (Khulan, 2025b), equipping children and young people with the life skills they need to secure a healthy future (Cotton, 2016), boosting their self-confidence to improve their academic performance (Bye-Brooks, 2019), helping them to maintain their physical and mental health, encouraging them to make safe decisions and avoid risky behaviours (Irawan & Hidayat, 2021) and developing their essential life skills, such as social responsibility, literacy and healthy living (Chester et al., 2019). However, there are also several weaknesses, including social resistance and cultural differences when addressing certain topics, pedagogical gaps, teachers lacking training and support, inadequacies in educational materials, activities lacking creativity and consistency with objectives, perfunctory activities, less importance being given to it than to academic subjects, and difficulties in measuring and evaluating its effectiveness.

The fundamental aim of PSHE education is to equip students with the knowledge, understanding, attitudes and practical skills needed to make informed decisions, develop healthy relationships and lead fulfilling lives. Important values and skills that should be implemented through activities and practices in schools and transformed into desirable behaviours in students include self-awareness, self-esteem, empathy, courtesy, good manners, patience, fairness, independence, free thinking, peace, optimism, sensitivity, honesty, tolerance, respect, love, responsibility, cleanliness, healthy living, financial literacy, money management and budgeting. PSHE education focuses on communication, teamwork, and respect for different opinions in social relationships, and provides information and guidance on students' physical, mental, and emotional health.

PSHE education can be taught as an independent subject in primary schools, or integrated into the curriculum as part of other subjects. Learning outcomes are usually delivered by class teachers through classroom teaching, group work, collaborative learning, discussions and debates, interactive presentations and applications, case studies, dramatisation and reflective journal writing, as well as guest speakers. PSHE education ultimately aims to equip students with the skills they need to overcome challenges, make informed choices and lead healthy, happy lives, thus promoting their holistic development.

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