

# Spring conference 2023



The next session will begin shortly

# Vaping: a data-informed approach

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**PSHE**  
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## ● In this session, we will cover:

- the national picture in relation to vaping
- how data can be used to support teaching about vaping
- the importance of using data to inform curriculum planning in PSHE education

# What is vaping?

- A vape, or e-cigarette, is a device that allows a person to inhale nicotine in a vapour, rather than smoke.
- These devices do not burn tobacco and do not produce tar or carbon monoxide.
- They heat a liquid often containing nicotine, propylene glycol, vegetable glycerine and flavourings.
- Vaping is substantially less harmful than smoking, but that does not mean it is harmless.

# Smoking cessation and vaping

- The NHS suggest that adults use e-cigarettes to help quit smoking - the health risks are lower and they can help manage nicotine cravings.
- E-cigarettes, along with face-to-face support, can make someone twice as likely to quit smoking.
- However, there are chemicals in e-cigarettes and the long-term risks associated with them is unknown.
- NICE recommend that vaping should be discouraged in children and young people who have never smoked.



# Clearing up confusion

1. Is smoking worse than vaping?

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2. Is vaping addictive?

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3. Is nicotine poisonous?



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5. Why do they make them in so many flavours if they're illegal for teens?

# Clearing up confusion

1. Is smoking worse than vaping?

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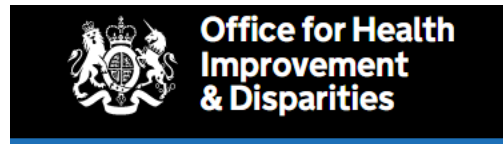
3. Is nicotine poisonous?

4. Should an existing adult smoker vape instead?

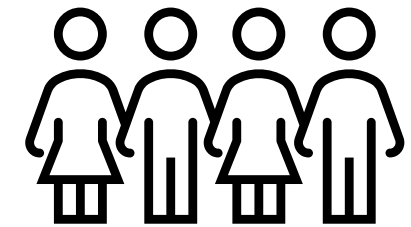
5. Why do they make them in so many flavours if they're illegal for teens?

6. Is vaping a gateway into smoking?

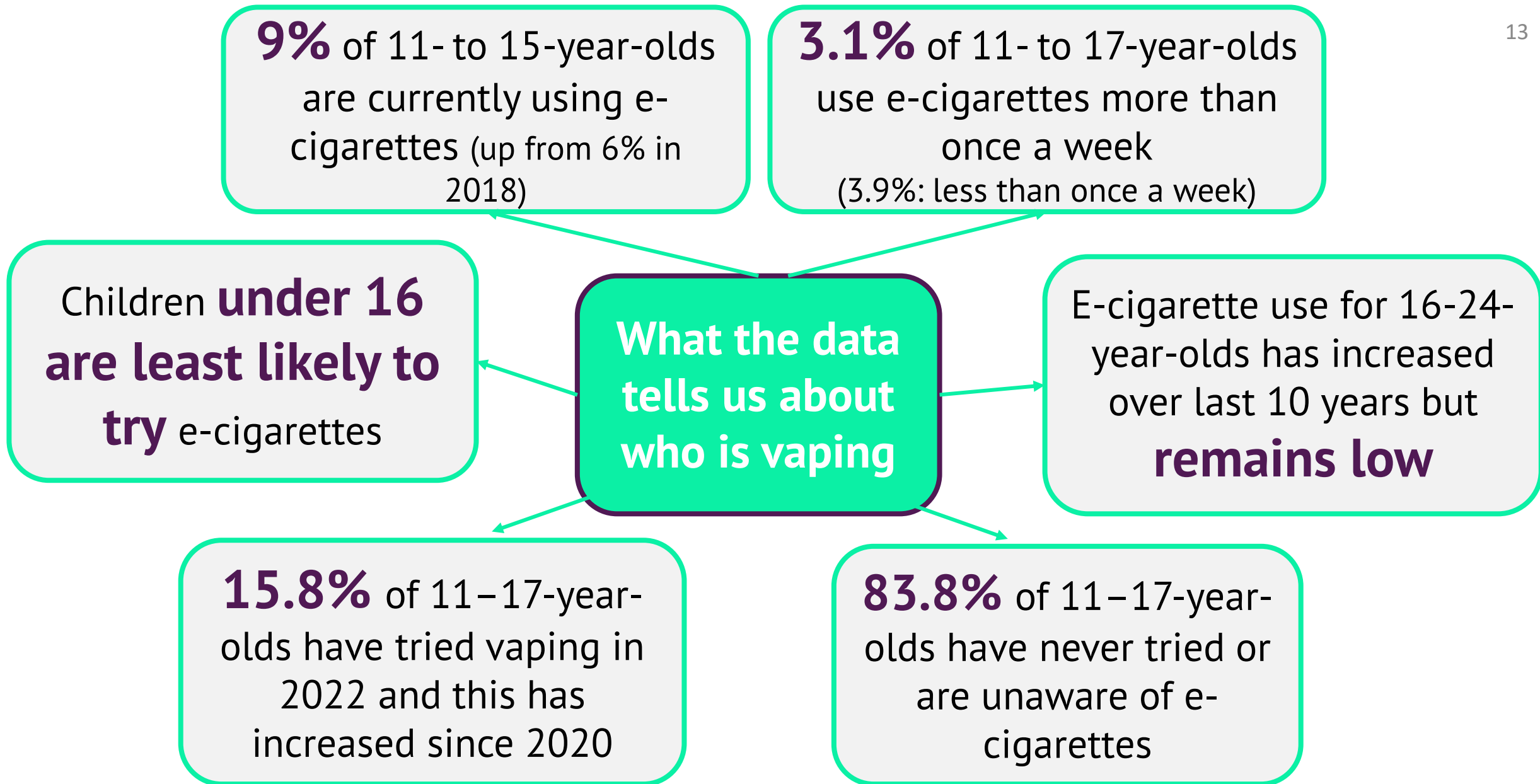
# Data about vaping



**Child and Maternal Health**



**Pastoral teams,  
DSL, teachers and  
support staff**



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# Attitudes towards vaping held by 11-17-year-olds

- **65.4%** who do not smoke but who have used a vape, did so **'just to give it a try'**
- **17.5%** who smoke reported that they also vape because they **'enjoy the experience'** and **10.7%** because they are **'trying to quit smoking'**
- **10.3%** who smoke reported that they are **'addicted to [vaping]'**

40.6% mistakenly believe that e-cigarettes are equally as harmful as tobacco cigarettes

46.5% of those who vape get their e-cigarettes from shops

The most frequently used vape in 2022 was 'disposable'

# Key conclusions from the data

- Use of e-cigarettes has increased
- Use of tobacco cigarettes has decreased
- Use among 'never' smokers remains low and is mostly experimental
- Likelihood of trying or currently using e-cigarettes increases with age and smoking status
- Many young people mistakenly think that e-cigarettes are more or equally as harmful as tobacco cigarettes
- There has been a big increase in the use of 'disposable' e-cigarettes

# How do schools respond to this data?

Co-ordinated approach to smoking and vaping in terms of policy and curriculum provision

Children and young people who do not smoke should be discouraged from experimenting with, or regularly using, e-cigarettes

Most young vapers also smoke and it is important to communicate the greater level of risk from smoking

Vaping should be presented as less harmful than smoking and a form of smoking cessation for adults

Pupils should understand that e-cigarettes are an age-restricted product because there is the potential to become addicted to nicotine and we do not know the long-term health risks



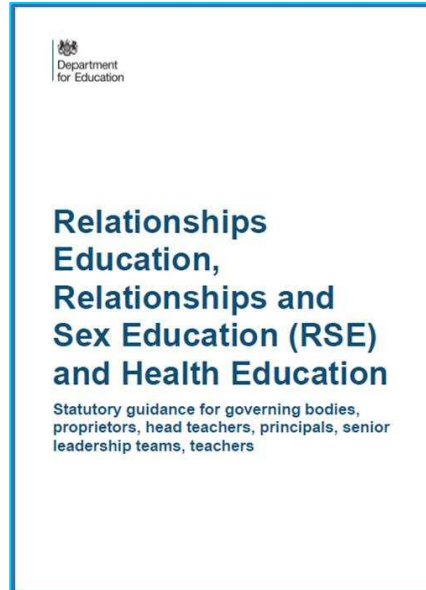
# The Statutory Guidance

## Primary

### Drugs, alcohol and tobacco:

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



## Secondary

### Drugs, alcohol and tobacco:

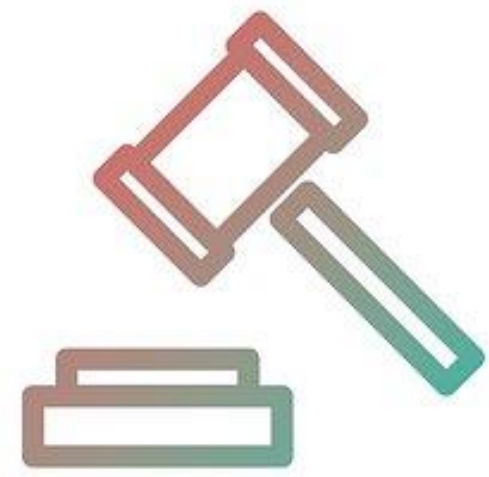
Pupils should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- 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.

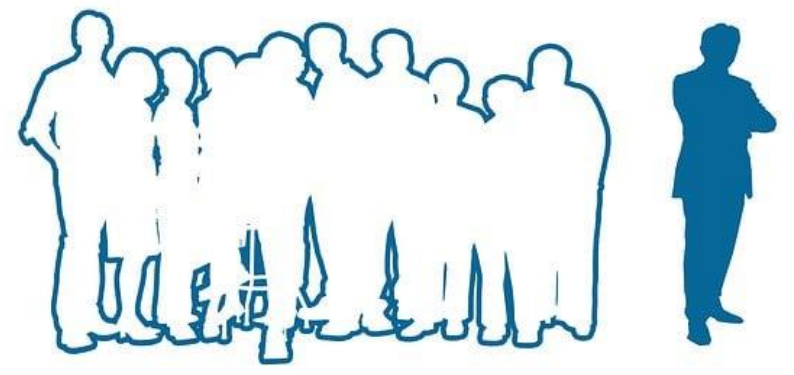
# What does this mean for teaching about vaping – KS1-2?



Health implications



Legal implications



Peer/family pressure

# PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

# What does this mean for teaching about vaping – KS1-2?

Resource 1: Case studies KS2 YEAR 5-6 LESSON 2

Drug <b>cannabis</b>	Drug <b>e-cigarettes</b>
Drug <b>alcohol</b>	Drug <b>cocaine</b>
Drug <b>MDMA/ecstasy</b>	Drug <b>speed (amphetamine)</b>
Drug <b>tobacco</b>	Drug <b>nitrous oxide</b>
Drug <b>caffeine</b>	

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Resource 2: Effects and risk cards KS2 YEAR 5-6 LESSON 2

**Effects cards**

dizziness or blurred vision	more willing to take risks	feeling relaxed and happy
chatty and sociable	thoughts and feelings intensified	hallucinations <small>(seeing or hearing things that are not really there)</small>
raised heart rate and temperature	feeling confident	awake and alert
feeling anxious or irritable	giggly and silly	sleepiness or drowsiness

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Resource 2: Effects and risk cards KS2 YEAR 5-6 LESSON 2

**Risk cards**

injuries from falls or accidents	long term illness or disease	sickness
lethargy — no energy — tiredness	difficulty concentrating or remembering things	fainting or breathing difficulties
becoming dependent on the drug	risk of heart attack	mental health problems
overheating or dehydration	money worries or problems	affects a person's looks
risk of criminal record, fine or prison	confusion, panic or paranoia	unable to know how strong the drug is
difficulty sleeping or relaxing	harm to others or the environment	increased risk of illness such as colds or flu

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# What does this mean for teaching about vaping – KS1-2?

Resource 1: Case studies

**KS2 YEAR 5-6 LESSON 2**

Drug	cannabis	Drug	e-cigarettes
Drug	alcohol	Drug	cocaine
Drug	MDMA/ecstasy	Drug	speed (amphetamine)
Drug	tobacco		
Drug	caffeine		

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Resource 2: Effects and risk cards

**KS2 YEAR 5-6 LESSON 2**

**Effects cards**

dizziness or blurred vision	more willing to take risks	feeling relaxed and happy
chatty and sociable	thoughts and feelings intensified	hallucinations (seeing or hearing things that are not really there)

Resource 2: Effects and risk cards

**KS2 YEAR 5-6 LESSON 2**

**Risk cards**

raised heart rate and temperature	feeling anxious or irritable	giggly
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risk of criminal record, fine or prison	confusion, panic or paranoia	unable to know how strong the drug is
difficulty sleeping or relaxing	harm to others or the environment	increased risk of illness such as colds or flu

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Resource 3: Pupil fact sheets

**KS2 YEAR 5-6 LESSON 1**

## E-cigarettes (Vapes)

Using an e-cigarette is known as vaping. An e-cigarette is a device that allows someone to inhale vapour (rather than smoke). They work by heating a liquid that contains chemicals and some (but not all) contain nicotine. There are different types: some look like cigarettes, a small tube or pen and others are small pots of liquid.

### Effects

- E-cigarettes often contain nicotine which raises blood pressure and increases heart rate
- When nicotine enters the body it can make people feel relaxed and calm, or increase alertness depending upon how the person is feeling beforehand
- Cravings for nicotine can make someone feel anxious or irritable
- When combined with face-to-face support from a smoking cessation or medical professional, e-cigarettes or vaping can help people to quit smoking – by helping people to manage and reduce the amount of nicotine they are taking in.
- There is currently no evidence that vaping causes harm to others (like second-hand smoke from cigarettes).

### Risks

- E-cigarettes are not risk free, and more research is needed to understand any potential long-term harms, but use carries less risk than smoking cigarettes
- Although e-cigarettes don't contain tobacco or produce carbon monoxide (two of the most damaging elements in tobacco smoke) the liquid and vapour do contain potentially harmful chemicals (although in much lower levels than cigarettes).
- E-cigarettes contain nicotine which is addictive and causes a craving for the user to smoke more
- E-cigarettes must be used with care (such as using the correct charger) to ensure they do not pose an increased risk of causing fire

### Laws

- Someone must be aged 18 years and over to buy e-cigarettes
- It's illegal for an adult to buy e-cigarettes for someone under the age of 18
- Vaping is not allowed on buses, planes, trains or at train stations
- It is up to the owner of other public places to decide if vaping is allowed (for example in bars, restaurants or cafes)

References: [www.nhs.uk/smokefree](http://www.nhs.uk/smokefree)

# What does this mean for teaching about vaping – KS3-5?

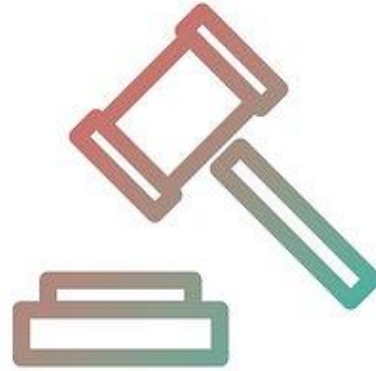


Health impact

# What does this mean for teaching about vaping – KS3-5?



Health impact

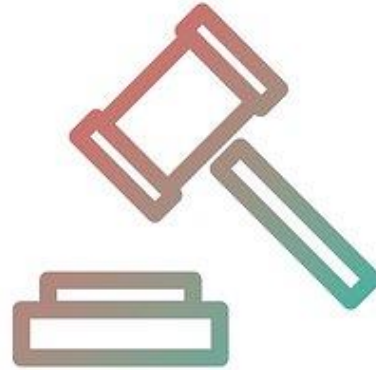


Legal implications

# What does this mean for teaching about vaping – KS3-5?



Health impact



Legal implications



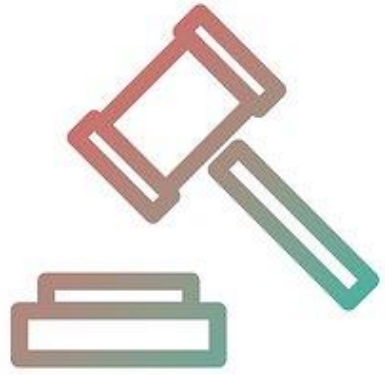
Environmental impact



# What does this mean for teaching about vaping – KS3-5?



Health impact



Legal implications



Environmental impact

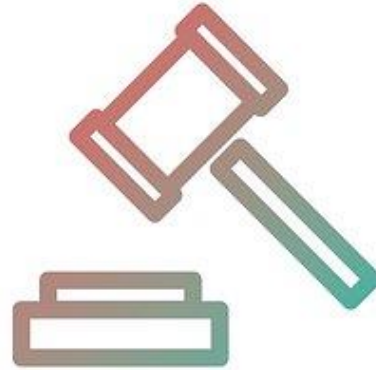


Social implications

# What does this mean for teaching about vaping – KS3-5?



Health impact



Legal implications



Environmental impact



Social implications

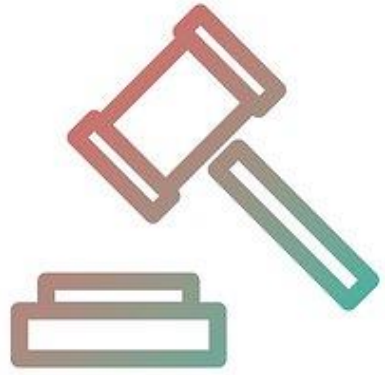


Social media influence

# What does this mean for teaching about vaping – KS3-5?



Health impact



Legal implications



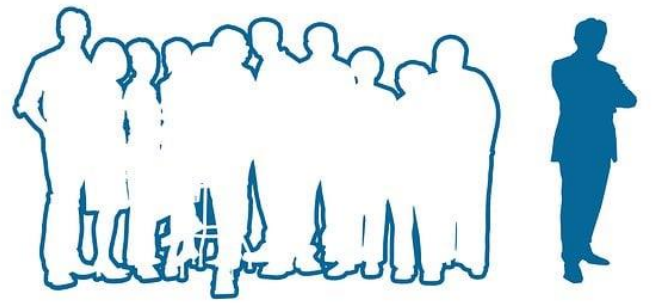
Environmental impact



Social implications



Social media influence



Peer/family pressure

# SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

# LESSON PLANS

# RESOURCES

# KNOWLEDGE ORGANISERS



# PSHE Association

## Drug and alcohol education

### KS3-4

# PSHE Association



## TEACHER GUIDANCE

### Drug and alcohol education

# PSHE Association

### Year 7-8 Drug and alcohol education

### KNOWLEDGE ORGANISER



#### Subject-specific vocabulary

<b>Substance</b>	This generic term includes alcohol and other drugs that may be legal or illegal
<b>Controlled substance</b>	Drugs for which the manufacture, possession or use is regulated by the government
<b>Medicines</b>	A drug or remedy that may be prescribed by a health professional or purchased over-the-counter
<b>Side effects</b>	An effect of a drug (including medicines) that is additional to its intended effect
<b>Dependency</b>	A state in which a person relies upon a substance to feel or function as normal, this can be physical and/or psychological
<b>Cessation</b>	The process of reducing and stopping the use of a substance. This may be done independently or with the support of others

#### External support services

<b>FRANK</b> <a href="http://talktofrank.com">talktofrank.com</a> 03001236600 Information, help and advice about drugs	<b>We Are With You</b> <a href="http://wearewithyou.org.uk">wearewithyou.org.uk</a> Help and advice to reduce or stop the use of alcohol and other drugs	<b>Nacoo</b> <a href="http://nacoo.org.uk">nacoo.org.uk</a> 08003583456 Information and support for anyone affected by a parent's drinking
<b>NHS Smokefree</b> <a href="http://nhs.uk/smokefree">nhs.uk/smokefree</a> NHS smoking cessation support service	<b>Turning Point</b> <a href="http://turningpoint.co.uk">turningpoint.co.uk</a> Support service for a range of issues including substances and mental health	<b>Childline</b> <a href="http://childline.org.uk">childline.org.uk</a> 0800 1111 Confidential support service <b>CALLS DO NOT APPEAR ON PHONE BILL</b>

#### Substance-specific information

<b>Caffeine</b> <input checked="" type="checkbox"/> a stimulant drug often found in drinks such as tea, coffee, soft drinks and energy drinks <input checked="" type="checkbox"/> it is advised that children should only consume caffeine in moderation <input checked="" type="checkbox"/> caffeine is not necessary for a healthy, balanced diet <input checked="" type="checkbox"/> daily intake up to 3mg/kg of body weight does not raise safety concerns	<b>Alcohol</b> <input checked="" type="checkbox"/> found in drinks such as beer, wine and spirits <input checked="" type="checkbox"/> amounts of alcohol are measured in units <input checked="" type="checkbox"/> an alcohol-free childhood is the healthiest option <input checked="" type="checkbox"/> risks include accidents or judgement errors; cancers; high blood pressure; harms to relationships <input checked="" type="checkbox"/> the law states that alcohol cannot be sold to under-18s	<b>Nicotine and tobacco</b> <input checked="" type="checkbox"/> nicotine is an addictive substance found in tobacco and other products such as e-cigarettes <input checked="" type="checkbox"/> tobacco is used in cigarettes, pipes, cigars, chewing tobacco and shisha <input checked="" type="checkbox"/> risks include cancers; heart attack; stroke; reduced fertility <input checked="" type="checkbox"/> the law states that nicotine and tobacco products cannot be sold to under-18s
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#### Influences on decision-making

##### Example of influences

- own perceptions, attitudes and beliefs
- curiosity or thrill-seeking
- whether actions fit with one's own values or goals
- the attitudes and actions of friends, role models and celebrities

- family or community religious/cultural beliefs and expectations
- social and cultural norms

##### Strategies for managing peer influence

- assertive refusal with or without providing a further reason
- using humour to deflect from the situation
- removing oneself from the situation
- using an excuse to avoid using a substance
- telling a 'white lie'
- discussing intentions with a trusted friend so they can support in pressurised situations
- planning with family members to help by coming to pick them up if away from home
- organising alcohol-free social events

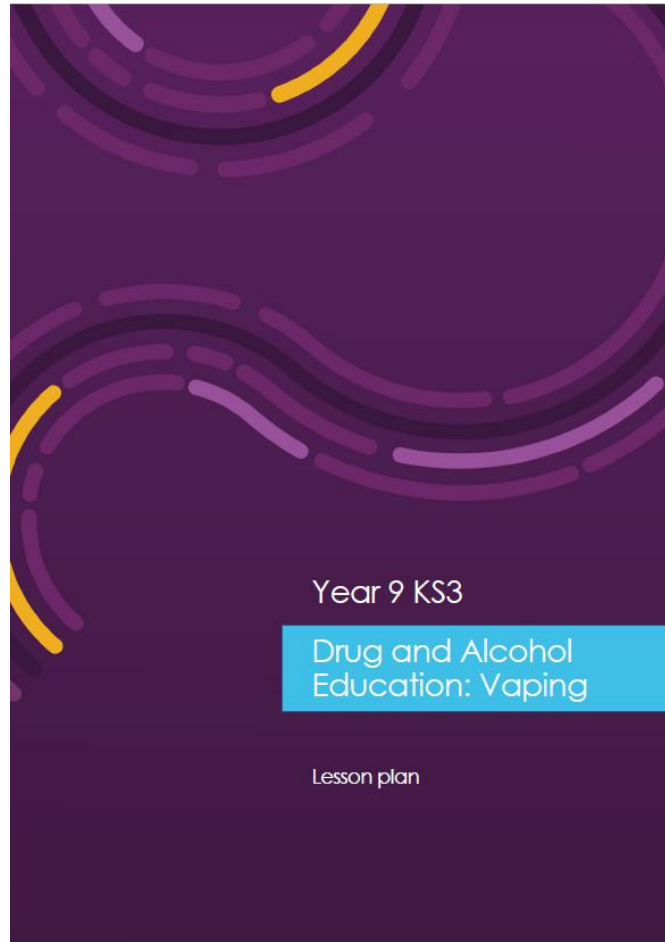


## EVIDENCE REVIEW

### Effective drug and alcohol education

This briefing was produced to accompany the **PSHE Association teacher guidance** and suite of drug and alcohol education lessons for key stages 1-4, developed for Public Health England. It draws together key research into effective education about alcohol and other drugs within a wider PSHE education curriculum. It is intended for PSHE leads and teachers who are beginning to teach about substances and their associated risks to young people, or who are reviewing their existing PSHE education curriculum content.

# New vaping lesson



Year 9 KS3

Drug and Alcohol  
Education: Vaping

Lesson plan

## Overheard conversation

**Tobi:** I've heard they're safe

**Jaz:** Really? Don't you have to be 18 to buy them though?

**Tobi:** I don't know - people in our year have them... And I've seen loads of flavours online - there's bound to be one we'll like. Besides, they're disposable so we can just bin them if we don't like them. So, shall we give it a try?

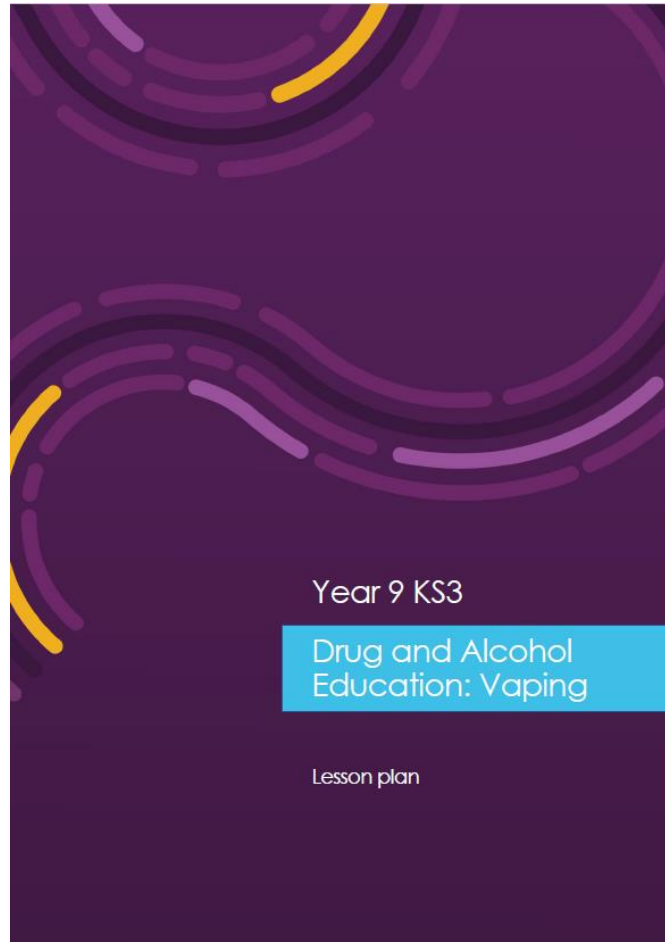
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- What do you think they are talking about?
- What does the law say?
- What might be the impact of disposing of them?
- What other impacts might they have?

10

# New vaping lesson



## Consequences of vaping

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Draw the four-square grid shown below. Then, sort the consequences cards by deciding which category each fact should come under.

Environmental impact

Health impact

Legal impact

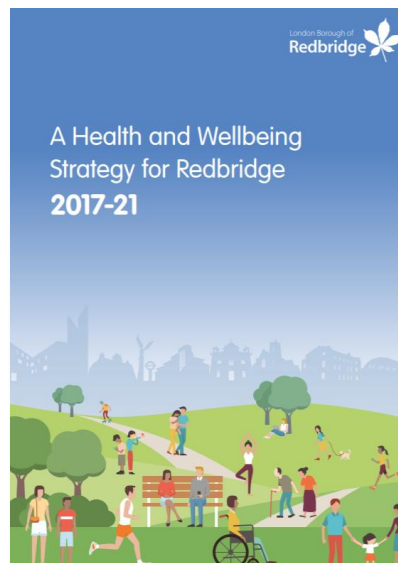
Other impact



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13

# Using data to plan your PSHE education curriculum



Indicator	Period	Current Value	Target Value	Progress	Best	Worst
Health inequality gap	2016-17	87	57	3.6	3.9	3.2
Childhood obesity (11 years)	2016-17	38	11.2	11.0	10.2	11.7
Physical inactivity (16 years)	2016-17	8,298	74,917	88.2%	80.2%	74.9%
... (many more rows) ...						



**STUDENT QUESTIONNAIRE ON PSHE EDUCATION** Secondary

We would like to know how you feel about your PSHE education (including statutory RSE and Health education). Please help us by filling in this questionnaire.

1. Which year are you in? Please tick one box	7	8	9	10	11	12	13
2. Your views on PSHE education	Strongly agree	Agree	Disagree	Strongly disagree			
I enjoy PSHE education lessons							
I learn a lot in PSHE education							
What we do in PSHE education is aimed too young for people of my age							
What we do in PSHE education is beyond what people of my age need							
I feel the scenarios and case studies we look at are relevant to people of my age							
I feel comfortable giving my views and opinions in PSHE education lessons							
Other students listen to my views and opinions in PSHE education lessons							
A wide range of different activities is used in PSHE education lessons							
I know how well I am doing in PSHE education and what I need to do to improve							
Enough time is given to PSHE education lessons							

3. Is there anything on managing healthy and unhealthy relationships, including topics like respect, equality, pleasure, consent, bullying and abuse, which needs more coverage? Was missed out? Worked less well? Please explain.

4. Is there anything on managing mental and emotional health and wellbeing and on managing physical health, including sexual health and contraceptive choices, which needs more coverage? Was missed out? Worked less well? Please explain.

5. Is there anything on managing money, diversity, and discrimination, media literacy, or careers which needs more coverage? Was missed out? Worked less well? Please explain.

6. What is the best thing about PSHE education in our school?

7. Is there anything else that could be improved about PSHE education in our school?



# Who do we share data with?

**30%** of 15-year-olds in England say they have never drunk alcohol

**2 in 100** of 11–15-year-olds say they are regular smokers

**3.3%** 11- to 17-year-olds use e-cigarettes more than once a week

**In 2023,**  
**15.8%** of 11–17-year-olds have tried e-cigarettes compared with **3.3% in 2021**

**40.8%** of 18-year-olds say they have tried an e-cigarette



Pupils?



Staff and  
governors?



Parents?

# A safe classroom

Establishing a safe teaching and learning environment for PSHE education lessons

Agree ground rules

Use distancing strategies

Handle questions safely

Consider vulnerabilities

Signpost support

Ensure inclusivity

Know your policies

Reveal more by clicking the circles

PSHE Association

# A safe classroom

Establishing a safe teaching and learning environment for PSHE education lessons

Reveal more by clicking the circles

- Agree ground rules
- Use distancing strategies
- Consider vulnerabilities
- Know your policies
- Ensure inclusivity
- Signpost support
- Handle questions safely

For more information, see our guidance on [Handling complex issues safely in the PSHE classroom](#). © PSHE Association 2022

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# Effective teaching

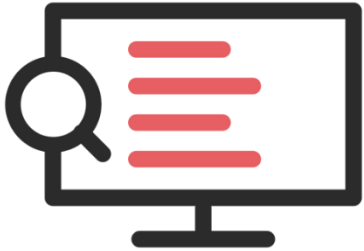
Best practice principles for teaching PSHE education

Reveal more by clicking the circles

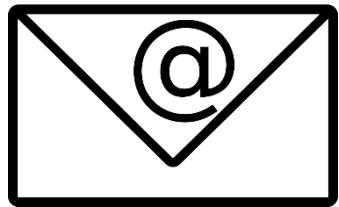
- Take a positive approach
- Balance knowledge, skills and attributes
- Start from where the pupils are
- Make learning accessible to all
- Handle myths with care
- Give time for personal reflection
- Assess learning and progress
- Don't set out to shock, shame, or scare
- Provide accurate, unbiased information
- Don't inspire, glamourise, or instruct in harmful behaviours

For more information, see our guidance on [Planning and choosing great PSHE lessons](#). © PSHE Association 2022

# Thank you for being here today!



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Thank you for attending!



You will be directed to the main  
conference shortly