

Curriculum reform consultation

30 April – 24 July 2009

Personal, Social, Health and Economic Education questionnaire

Thank you for your participation.

When you have completed this survey, please email it to info@qca.org.uk, or post to:
Simon Watmough, Ipsos MORI House, 79-81 Borough Road, London, SE1 1FY.

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families

Thank you for your interest in participating in the curriculum reform consultation.

We will now ask you for some contact information and personal data (ethnicity, disability, belief etc) to meet our legal requirement to monitor equalities.

We may use the information collected here to contact you:

- with further questions about the consultation
- if we need to clarify your responses
- to tell you about the findings of the consultation
- about similar consultation exercises in the future, and
- to give you information about other QCA activities such as conferences.

We will also use this information to check that the consultation is representative.

This information will be kept strictly confidential. The analysis of responses will be carried out by an external organisation. This organisation must comply with the Data Protection Act in its handling of personal data and will only process personal data on instructions from QCA.

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families

Your name and contact details:

First name: Jane	Last name: Evans
Email address:jane.evans@barnardos.org.uk	
Postal address: Barnardo's, Tanners Lane, Barkingside, Ilford, ESSEX	
Postcode: IG8 1QG	
Phone no: Daytime 0208 498 7754	
Phone no: Mobile	

Who you represent:

In which capacity are you responding to this consultation? Please tick one box only:

Learner	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Local authority representative	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	Member of the wider education community	<input type="checkbox"/>
Member of the wider school workforce	<input type="checkbox"/>		<input type="checkbox"/>
Other children's voluntary organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>

If you are a teacher or headteacher, governor or member of the wider school workforce, what is the name and postcode of your school?

School	Postcode
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If you are a local authority representative, what is the name of your local authority?

Local Authority	
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Are you responding to this consultation as an individual or as an organisation? Please tick one box only:

As an individual	<input type="checkbox"/>	As an organisation	<input checked="" type="checkbox"/>	If an organisation, approximately how many people are in the organisation?	7521+volunteers
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If you are responding on behalf of an organisation, what is the name of your organisation?

Barnardo's

Equality monitoring:

What is your gender? Please tick one box only:

Female	<input checked="" type="checkbox"/>	Male	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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What is your ethnic origin? Please tick one box only:

White		Asian/Asian British	
White British	<input checked="" type="checkbox"/>	Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
Any other White background, write in	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
		Chinese	<input type="checkbox"/>
		Any other Asian background, write in	<input type="checkbox"/>
Mixed/multiple ethnic groups			
White and Black Caribbean	<input type="checkbox"/>		
White and Black African	<input type="checkbox"/>	Black/Black British	
White and Asian	<input type="checkbox"/>	African	<input type="checkbox"/>
Any other Mixed background, write in	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>
		Any other Black background, write in	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>		
		Other ethnic group	
		Any other ethnic group, write in	<input type="checkbox"/>

Do you have a disability or longstanding illness? Please tick one box only:

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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What is your religion? Please tick one box only:

No religion			
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)			
Buddhist			
Hindu			
Jewish			
Muslim			
Sikh			
Any other religion		Write in	Quaker

Prefer not to say	
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What is your sexual orientation? Please tick one box only:

Bisexual		Lesbian/Gay woman	
Homosexual/Gay man		Heterosexual/straight	X

Prefer not to say	
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Proposals to change Personal, Social, Health and Economic education

This consultation, offers all those involved in education, including teachers, governors, parents, employers and young people the opportunity to comment on the proposed changes to Personal, Social, Health and Economic (PSHE) education. The feedback you provide will be used by the government to inform final decisions about PSHE education.

The survey is 10 questions long, across two sections, and could take up to 20 minutes to complete, depending on how detailed your responses are.

When considering your response to each question please try and think about all learners including those with special educational needs, disabled learners, the gifted and talented, children from minority ethnic groups and those with English as an additional language.

Before starting the questionnaire you may find it useful read the independent report on PSHE education by Sir Alasdair Macdonald, the Secretary of State's response, the key stage 3 and 4 programmes of study for PSHE and the proposed primary area of learning called *understanding physical development, health and wellbeing*. These documents are available at www.qca.org.uk/curriculumconsultation, or can be obtained by calling the QCA Enquiry line on 020 7509 5556 or by emailing info@qca.org.uk.

If you have any queries about this consultation, or the questionnaire, please email info@qca.org.uk or call QCA's Enquiry line on 020 7509 5556.

Your personal information, and the data collected in this survey, will be treated in the strictest confidence.

Thank you for your participation.

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Section 1: The status of Personal, Social, Health and Economic (PSHE) education

PSHE education should become a statutory part of the National Curriculum

Please tick one box only:

Strongly agree	X
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	

Parents, carers and guardians should be allowed to maintain the right to withdraw their children from the sex and relationships education element of PSHE education

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	X
Strongly disagree	
Not sure	

A school's governing body should retain the duty to prepare, in consultation with parents, and publish its policy on sex and relationships education

Please tick one box only:

Strongly agree	
Tend to agree	X
Tend to disagree	
Strongly disagree	
Not sure	

A school's governing body should consult pupils, at secondary level, when developing its sex and relationships education policy

Please tick one box only:

Strongly agree	X
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	

Personal, Social, Health and Economic education is the best title for this subject at secondary level

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input checked="" type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>
If disagree, please suggest an alternative title	

PSHE education should be excluded from having any attainment targets

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

If you would like, please give reasons for your responses given above

(please limit your answer to around 200 words)

Care should be taken that excluding PSHEE from attainment targets does not adversely affect its status in the curriculum. Lesson should be taken from the patchy delivery of Citizenship education which was made compulsory in 2002, but is often not delivered effectively because of competing (formally assessed) demands in the curriculum.

The attention paid to delivering SEAL is to be welcomed. Many of the young people Barnardo's works with come from chaotic backgrounds and have poor social skills adding to their disadvantage. Our research found that anger management is a frequently encountered problem and many young people are alienated from school through their experience of bullying

Barnardo's welcomes the possibility for secondary school students to contribute to the syllabus for their school. Schools should consider consulting with a wide range of students to achieve this and not just those who regularly participate and contribute. The young people who can be most difficult to work with can be those with most to offer and most to gain from such participation.

Section 2: PSHE education at key stage 3 and 4

The programme of study for personal wellbeing at key stage 3 meets the needs of all learners

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

The programme of study for personal wellbeing at key stage 4 meets the needs of all learners

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

The programme of study for economic wellbeing and financial capability at key stage 3 meets the needs of all learners

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input checked="" type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

The programme of study for economic wellbeing and financial capability at key stage 4 meets the needs of all learners

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input checked="" type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

If you would like, please give reasons for your responses given above

(please limit your answer to around 200 words)

Barnardo's welcomes the inclusion of financial capability in the statutory curriculum. Many of our service users have difficulties accessing bank accounts for their EMA and benefit payments when they are homeless or otherwise living in unstable circumstances. They need clear support and advice to open accounts. We hope that filling in an EMA form (and similar) will be part of the syllabus.

The curriculum needs more differentiation to enable less able or otherwise disadvantaged students. Some of the more disadvantaged and vulnerable young people that Barnardo's works with may be unfamiliar with and have difficulty understanding the key attitudes for enterprise as described and be challenged by concepts such as drive and self-reliance. They may need more support with developing the basic skills for employability like punctuality, attendance, self-presentation and working co-operatively with others.

Thank you for your participation.

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