

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: Andrew	Last name: Copson
Email address: education@humanism.org.uk	
Postal address: 1 Gower Street, London	
Postcode: WC1E 6HD	
Phone no: Daytime 020 7079 3584	
Phone no: Mobile 07534 248596	

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"/>	Other	<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?	10,000
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If you are responding on behalf of an organisation, what is the name of your organisation?

British Humanist Association

Equality monitoring:

What is your gender? Please tick one box only:

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

White		Asian/Asian British	
White British	<input 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 checked="" 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 type="checkbox"/>	Prefer not to say	<input checked="" type="checkbox"/>
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What is your religion? Please tick one box only:

No religion	<input checked="" type="checkbox"/>		
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input type="checkbox"/>		
Buddhist	<input type="checkbox"/>		
Hindu	<input type="checkbox"/>		
Jewish	<input type="checkbox"/>		
Muslim	<input type="checkbox"/>		
Sikh	<input type="checkbox"/>		
Any other religion	<input type="checkbox"/>	Write in	

Prefer not to say	<input type="checkbox"/>
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What is your sexual orientation? Please tick one box only:

Bisexual	<input type="checkbox"/>	Lesbian/Gay woman	<input type="checkbox"/>
Homosexual/Gay man	<input type="checkbox"/>	Heterosexual/straight	<input type="checkbox"/>

Prefer not to say	<input checked="" type="checkbox"/>
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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.

When you have completed this survey, please email it to **info@qca.org.uk**, or post to:
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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	<input checked="" type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

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

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

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	<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"/>

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

Please tick one box only:

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

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

(please limit your answer to around 200 words)

We unequivocally support making PSHE a statutory part of the National Curriculum.

We believe that the current non-statutory programmes of study offer enough flexibility to enable secondary schools (we have made comments on the primary area of learning in the relevant consultation) to take into account input from pupils and parents. We believe that once PSHE becomes statutory, it should be treated like any other National Curriculum subject. Any and all special arrangements that governors enjoyed in determining specific aspects of their school's PSHE should naturally come to an end and the religious character of a school should not deprive children of their entitlement to good PSHE. If every child matters, then every child matters – not just those who happen to be fortunate enough to attend a community school rather than a 'faith' school and have a parent who will not withdraw them.

We believe that the right of children to PSHE education is more important than any other consideration and consequently that the right of parental withdrawal should cease.

We strongly urge that supplementary national guidance is produced on SRE to guarantee children specific entitlements and avoid uncertainty.

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

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

Please tick one box only:

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

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

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

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

(please limit your answer to around 200 words)

Comments on 'Personal Wellbeing' programmes of study, key stages 3 and 4

Overall, we believe that the programmes of study are excellent in themselves, and in the way they contribute the wider primary curriculum.

Our comments are to do with inclusion of the non-religious and of civil partnerships and are the only outstanding matters that cause us to disagree that the programmes as they stand will include all learners.

Comments on KEY STAGE 3

'Key Concepts', 1.5: Diversity (p.245)

Under 'a' mention is given to 'religion' but there is no mention of the non-religious. We find this highly objectionable, especially since the list of 'differences' appears to be based on equality law (race, gender, disability etc). In equality law, those with non-religious are just as protected as those with a religion and it is vital that this be understood in the curriculum.

We recommend EITHER changing 'religion' to 'religion or belief' and then defining it in the explanatory notes in the same way as 'religion or belief' is defined in the KS3 programme for RE: 'These include systems of thought that are religious and non-religious, theistic and non-theistic, Western and Eastern, Abrahamic and dharmic.' OR if the language of 'religion or belief' is thought too technical outside of its equality law context, changing 'religion' to 'religious or non-religious beliefs' (the inclusive phrase used in eg the DCSF's guidance on community cohesion).

There are many reasons why this more inclusive change should be made:

- It will match the Religious Education (RE) programmes of study for key stages 3 and 4, allowing for greater cross-curricular links to be made to issues of diversity in RE, where the idea of religions and non-religious worldviews is established.
- Inclusion of the non-religious would be more consistent with the DCSF's guidance on community cohesion which is careful to include 'religious and non-religious beliefs'.
- Many young people are themselves not religious (65% according to a DfES research report of 2004, *Young People in Britain: The Attitudes and Experiences of 12-19 Year Olds*) and need to feel included in discussions in schools that are concerned with diversity of belief.
- In a diverse society, it is as important that people learn about the non-religious as that they learn about the religious. This is especially true for learners who are from religious backgrounds themselves.

Cont on p.10

- The various pieces of legislation that are concerned with diversity of belief – the Human Rights Act 1998, the Employment Equality (Religion or Belief) Regulations 2003, and the Equality Act 2006 – all refer to ‘religion or belief’, where ‘belief’ includes non-religious worldviews such as Humanism, and lack of religion is explicitly included within the definition of ‘religion or belief’.
- The inclusion of non-religious beliefs would be consistent with the UK’s international obligations and agreements such as the OSCE’s ‘Toledo guiding principles on teaching about religions and beliefs in public schools’ and the Council of Europe’s ‘Recommendation of the Committee of Ministers to member states on the dimension of religions and non-religious convictions within intercultural education’ (CM/Rec(2008)12).

‘Range and Content’: k (p.249)

‘marriage’ is mentioned here but not ‘civil partnerships’ – we believe this should be added. We note that civil partnerships *are* included in j (and in the Key Stage 4 programme of study), making us believe that their omission here is an oversight rather than deliberate.

Comments on KEY STAGE 4

‘Key Concepts’, 1.5: Diversity (p.255)

Under ‘a’ mention is given to ‘religion’ but there is no mention of the non-religious. We find this highly objectionable, especially since the list of ‘differences’ appears to be based on equality law (race, gender, disability etc). In equality law, those with non-religious are just as protected as those with a religion and it is vital that this be understood in the curriculum.

We recommend EITHER changing ‘religion’ to ‘religion or belief’ and then defining it in the explanatory notes in the same way as ‘religion of belief’ is defined in the KS3 programme for RE: ‘These include systems of thought that are religious and non-religious, theistic and non-theistic, Western and Eastern, Abrahamic and dharmic.’ OR if the language of ‘religion or belief’ is thought too technical outside of its equality law context, changing ‘religion’ to ‘religious or non-religious beliefs’ (the inclusive phrase used in eg the DCSF’s guidance on community cohesion).

The reasons are the same as we gave for this change in Key Stage 3 above.

Thank you for your participation.

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