

Let the government know your views about its plans for sex and relationships education

Please respond to the Personal, Social, Health and Economic (PSHE) education consultation.

The Department for Children, Schools and Families (DCSF) has launched a 12-week public consultation on its plans for Personal, Social, Health and Economic (PSHE) education, including sex and relationships education. The consultation is being managed by the Qualifications and Curriculum Authority (QCA) and the consultation period will conclude at 5.00pm on **Friday 24 July 2009**.

The consultation on PSHE is part of a larger consultation on Curriculum Reform. The whole consultation is organised in four

sections with four separate questionnaires. Full details will be found on the QCA website at www.qca.org.uk/qca_22256.aspx

This briefing is intended to offer guidance on responding to the PSHE questionnaire. The Family Education Trust booklet, *Too much, too soon*, will provide further background material. Copies of *Too much, too soon* may be purchased from Family Education Trust or downloaded from our website at www.famyouth.org.uk/publications/too-much-too-soon.pdf

HOW TO RESPOND

There are three ways to respond:

1. ONLINE

You can register to complete the questionnaire online by following the link on the consultation home page at www.qca.org.uk/qca_22256.aspx

2. BY EMAIL

You can download and complete the questionnaire from the QCA website at [www.qca.org.uk/libraryAssets/media/95793_pshe_questionnaire_SS1_\(2\).doc](http://www.qca.org.uk/libraryAssets/media/95793_pshe_questionnaire_SS1_(2).doc). After completion, you can email it to info@qca.org.uk

3. BY POST

You can obtain a copy of the questionnaire from the QCA website (see link above) or from the Family Education Trust office. After completing it, you can post it to: Simon Watmough, Ipsos MORI House, 79-81 Borough Road, London, SE1 1FY.

THE QUESTIONS

Although the number of separate documents linked to this consultation is confusing, the PSHE questionnaire itself is straightforward. You are simply invited to state whether you agree or disagree with a series of 11 statements.

If you wish, you may give reasons for your answers, but you are limited to around 200 words on the government's proposals to make PSHE a statutory part of the national curriculum, and a further 200 words on the programmes of study for PSHE in secondary schools.

SECTION 1:

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

- ▶ PSHE education should become a statutory part of the national curriculum

STRONGLY DISAGREE **X**

See chapter 4 of *Too much, too soon* (pages 20-22) for reasons against making PSHE statutory.

- ▶ 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

STRONGLY AGREE **X**

See chapter 1 of *Too much, too soon* (pages 6-9) for the current legal framework, and chapter 9 for the importance of respecting parental views and concerns (pages 38-39).

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

STRONGLY AGREE **X**

See chapter 1 of *Too much, too soon* (pages 6-9) for the emphasis on consulting with parents which is present in the current guidance, and chapter 9 for the importance of respecting parental views and concerns (pages 38-39).

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

STRONGLY DISAGREE **X**

See chapter 10 of *Too much, too soon* (pages 40-43) for whether children and young people should be involved in deciding what sex education they receive.

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

The key issue is not the title, but the moral framework, the content and whether parents are properly consulted and respected. See chapter 11 of *Too much, too soon* (pages 44-48) for what children and young people really need.

- ▶ PSHE education should be excluded from having any attainment targets

STRONGLY AGREE **X**

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

STRONGLY DISAGREE **X**

See chapter 1 of *Too much, too soon* for information about the programmes of study (pages 8-9). These are currently non-statutory, but the government is proposing to make them statutory.

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

STRONGLY DISAGREE **X**

See chapter 1 of *Too much, too soon* for information about the programmes of study (pages 8-9). These are currently non-statutory, but the government is proposing to make them statutory.

The final two questions in the PSHE questionnaire relate to the government's proposal to make statutory the current non-statutory programmes of study for **economic wellbeing and financial capability**. As they do not relate to sex and relationships education they are not addressed here, but the programmes of study do appear to imply that the pursuit of a career and economic productivity should be the expectation of every pupil. The value of full-time caregiving within the family (e.g. full-time motherhood) does not appear to receive any recognition.

Deadline for responses: Friday 24 July 2009 at 5.00pm.

This briefing has been prepared by:

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