

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:	Last name:
Email address:	
Postal address:	
Postcode:	
Phone no: Daytime	
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	<input type="checkbox"/>		<input 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?	1000
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If you are responding on behalf of an organisation, what is the name of your organisation?

Terrence Higgins Trust

Equality monitoring:

What is your gender? Please tick one box only:

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

No religion	<input 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	<input type="text"/>

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 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.

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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	
Strongly disagree	x
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	
Tend to agree	
Tend to disagree	x
Strongly disagree	
Not sure	
If disagree, please suggest an alternative title	
Skills for life	

PSHE education should be excluded from having any attainment targets

Please tick one box only:

Strongly agree	
Tend to agree	x
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)

The right to quality education on relationships, sex and sexual health is an entitlement of all young people secured by the UN Convention for the Rights of The Child. THT does not believe that parents/carers should have the right to withdraw young people from these lessons as this would deny them their right to access vital education. Rates of STIs and levels of teenage conception in the UK continue to rise and HIV remains one of the fastest growing long-term medical conditions. Current epidemiology shows that young people are disproportionately affected by sexual ill health. Evidence confirms that good quality sex and relationship education (SRE), focusing on emotional as well as physical wellbeing is effective in reducing transmission of STIs and teenage conception. For young people already living with or affected by HIV or poor sexual health, comprehensive sex and relationships education will enable them to remain healthy and help to reduce levels of stigma amongst their peers. THT strongly believes that there is a clear need for mandatory learning to enable young people to develop the skills they need to prevent infection, sustain long term good health and confidently manage their relationships. Without good SRE, the UK's sexual health will continue to worsen.

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	x
Tend to disagree	
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	x
Tend to disagree	
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	
Tend to agree	x
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	
Tend to agree	x
Tend to disagree	
Strongly disagree	
Not sure	

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

(please limit your answer to around 200 words)

The current Programmes of Study (PoS) address a comprehensive range of related topics including the development of a core set of competencies for young people. Whilst this is welcome there are many factors which impair effective learning such as the quality of teaching and prohibition by school governors. To facilitate effective SRE within the context of PSHE these factors must first be addressed. Systems should also be established to directly measure the impact the PoS have on the achievement of other related targets such as SEAL and Healthy Schools targets. In addition, THT strongly believes that the PoS should equip young people to appreciate and support diversity and difference in a range of contexts. This will be vital in reducing stigma and discrimination associated with HIV and in decreasing levels of homophobia and other prejudices in the long-term.

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