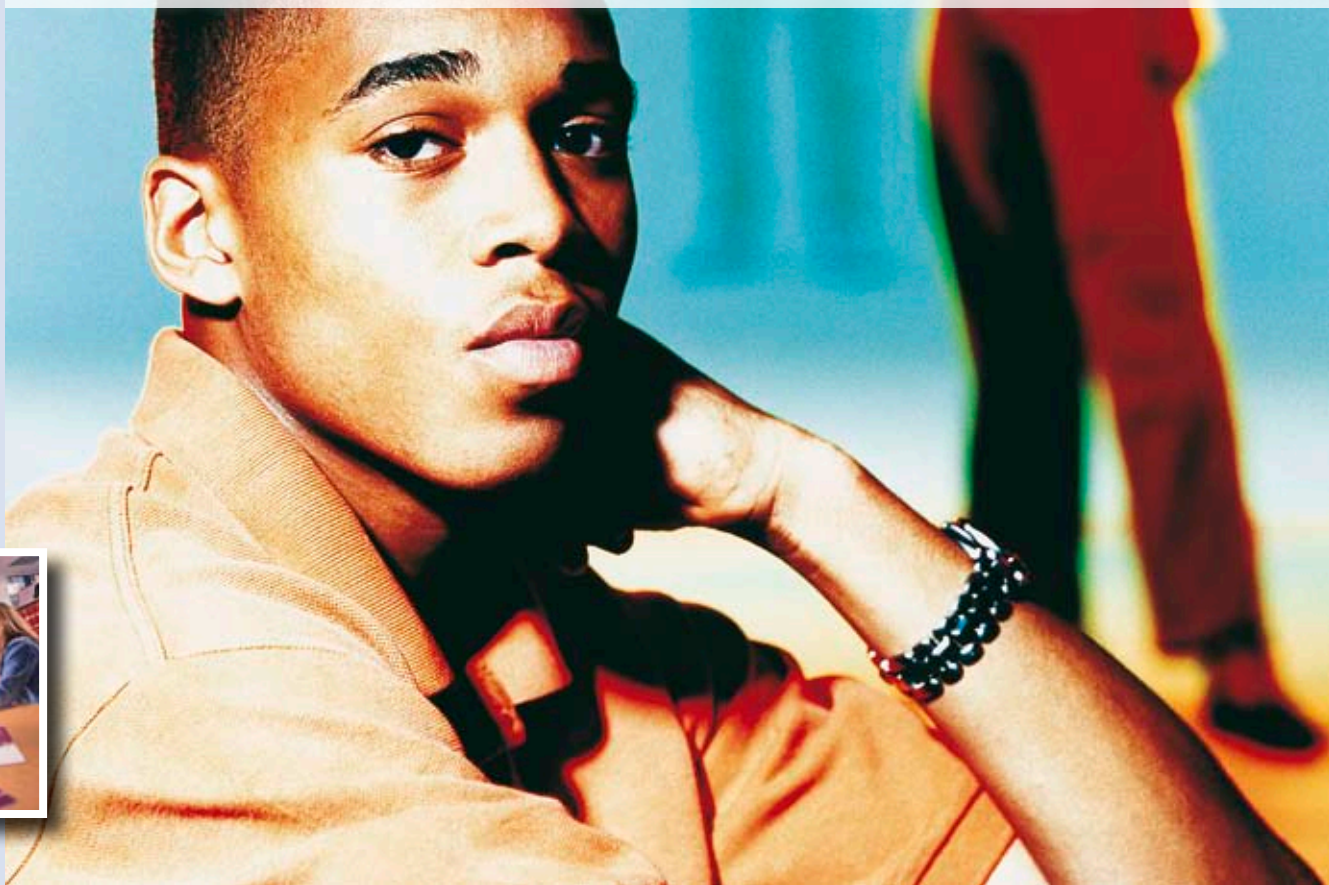


Personal, Social, Health and Economic education – PSHE



An information leaflet for teachers of personal, social, health and economic (PSHE) education; careers co-ordinators; personal development co-ordinators

October 2008

connexions

NOTTINGHAMSHIRE

A new programme of study (PoS), for PSHE education has been produced by the qualifications and curriculum authority (QCA) for implementation for KS3 from September 2008, and KS4 from September 2009. It covers Personal wellbeing (PW), Economic wellbeing and financial capability (EWFC). This leaflet provides you with further information about this, with particular reference to EWFC.

Section 351 of the 1996 Education Act decrees that schools are to provide a balanced and broadly based curriculum, *'which prepares your students for the opportunities, responsibilities and experiences of adult life'*.

The curriculum aims to enable all young people to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

Personal development in school can support young people in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

Personal, social, health and economic education (**PSHE** education), brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal wellbeing (**PW**), and economic wellbeing and financial capability (**EWFC**). The programmes of study are based on the Every Child Matters (**ECM**) outcomes and build on the existing frameworks and guidelines in these areas (**QCA**).

An effective curriculum that supports personal development is one of the main ways in which a school can demonstrate its contribution to the **ECM** outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Statutory duties

Work related learning (WRL)

A legal requirement for all young people in KS4 to have some experience of WRL was introduced in September 2004. This has now been incorporated into the **PoS** for **EWFC**.

WRL is:

- Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through experience of work, learning about work and working practices, and learning the skills for work (**QCA**)

Students need to have the opportunity to learn from KS4

- through work for example, work experience, enterprise activities and vocational subjects
- about work by developing knowledge and understanding of work and enterprise through, for example, careers education and vocational courses
- for work by developing the skills for enterprise and employability such as, mock interviews, role play and problem-solving activities

Enterprise Education (EE)

In 2004 Enterprise Education also became a legal requirement at KS4 that must include five days of activity.

Enterprise learning is:

...the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk and reward assessments and act upon them in a variety of contexts, both personal and work

A Review of Enterprise and Economy in Education,
Howard Davies, 2002

EE covers the following areas:

Enterprise capability

Students should be able to:

- cope with uncertainty and respond positively to change
- create and put into practice new ideas and ways of doing things
- make reasonable risk and reward assessments and act on them in both their personal and working lives

Financial capability

Students should be able to:

- manage their own finances
- as customers, understand and question financial services

Business and economic understanding

Students should be able to:

- understand the contexts that businesses work in
- make informed choices between the alternative use of scarce resources

Careers education and guidance (CEG)

There is currently a statutory duty on all schools to provide CEG from KS3.

1997 Education Act and extended 2004

CEG

The aims:

- Self-development – students can understand themselves and what influences them
- Career exploration – students can research opportunities in learning and work
- Career management – students can make and alter plans to manage change and transition

The National Framework for Careers Education and Guidance 11-19 DfES 2003

Sex and relationships education (SRE); Drug education

There is similarly a statutory duty on schools to provide SRE from KS3 (1997 Education Act and extended 2004), and also drug education. There is an expectation that this will be delivered via science and PSHE curriculum.

Programmes of Study (PoS), Personal wellbeing (PW), Economic wellbeing (EW)

Key concepts:

Personal wellbeing

Economic wellbeing

Personal identities	Career (influences)
Healthy lifestyles	Capability
Risk	Risk
Relationships	Economic understanding
Diversity	

Glossary of acronyms

CEG	Career Education and Guidance
ECM	Every Child Matters
EE	Enterprise Education
EW	Economic Wellbeing
EWFC	Economic Wellbeing and Financial Capability
IAG	Information, Advice and Guidance
PDC	Personal Development Curriculum
PoS	Programme of Study
PW	Personal Wellbeing
QCA	Qualifications and Curriculum Authority
SRE	Sex and Relationships Education
WRL	Work Related Learning

What has changed?

- The original frameworks for **PSHE** & **CEG** currently remain, BUT all aspects of PDC have been incorporated into one framework apart from Citizenship
- All aspects of this framework have common aims and stated links to **ECM** outcomes
- Framework is set out to allow greater opportunity to identify common themes and curriculum content across all strands

There is considerable overlap between **PW** & **EW**; the aims of **CEG** in relation to career management closely relate to the key concepts of PW; personal identities, risk, diversity. Risk is part of both **PW** & **EW**. Looking for opportunities to deliver these curriculum areas more holistically would benefit students and also reduce the time required in an already overcrowded curriculum; the key message is to concentrate on the skills which are being developed, not on the content.

Students' personal development will be most effective when it is part of a whole school approach. Development of **EW**, together with **PW**, will need to involve a wide range of people; there is likely to be an overlap between the curriculum areas involved. This will need to be carefully co-ordinated to avoid duplication and to ensure that curriculum time is used effectively. This may pose a challenge, but will also provide the opportunity to introduce new and interesting activities. It is possible to develop integrated activities which meet the outcomes from related areas and are delivered via collapsed timetable days, eg Real Game; enterprise activities, visits to organisations. **PW** & **EW** can also be delivered as a cross curricular theme; ie drama exploring personal identities, taking risks – drugs.

IAG:

- From April 2008 local authorities in England have had a duty to ensure that institutions are complying with the **IAG** Standards, introduced in October 2007. These Standards link the provision of **EW** to the guidance and support of young people. If you implement the EW programme you will need to take into account the provision of guidance and support programmes from internal and external providers.

Support available

The following sources are all available to support you in the delivery of PSHE education and information, advice and guidance (IAG).

Curriculum Development Team at Connexions Nottinghamshire:

Caroline Diss: 01623 821519/07918 943 107

Megan Macfarlane: 01623 821549/07918 943 103

Lucy Peck: 0115 9838969/07918 905 892

Websites

<http://curriculum.qca.org.uk>

www.cnxnotts.co.uk

www.cegnet.co.uk

www.teachernet.gov.uk

www.aceg.org.uk

www.pshe-association.org.uk

www.iagworkforce.co.uk

www.pfeg.org

www.ssatrust.org.uk

National Curriculum website

Connexions Nottinghamshire for partners

Careers education support programme

Teacher support/resources

Association for Careers Education and Guidance

Personal, social and health education support site

National support for developing and implementing IAG

Personal, Finance Education Group

Specialist Schools and Academies Trust