

ASSOCIATION OF TEACHERS AND LECTURERS

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Public consultation on curriculum reform: proposals to change personal, social, health and economic (PSHE) education

Response from ATL, the education union

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ATL, as a leading education union, recognises the link between education policy and our members' conditions of employment. Our evidence-based policy making enables us to campaign and negotiate from a position of strength. We champion good practice and achieve better working lives for our members.

We help our members, as their careers develop, through first-rate research, advice, information and legal support. Our 160,000 members – teachers, lecturers, headteachers and support staff – are empowered to get active locally and nationally. We are affiliated to the TUC, and work with government and employers by lobbying and through social partnership.

ATL policy

ATL believes that teachers as professionals must be recognised for their knowledge, expertise and judgement, at the level of the individual pupil and in articulating the role of education in promoting social justice. Within light national parameters, development of the education system should take place at a local level: the curriculum should be developed in partnership with local stakeholders, and assessment should be carried out through local professional networks. Schools are increasingly encouraged to work collaboratively across a local area to provide excellent teaching and learning opportunities and a broad and balanced curriculum, and to support pupils' well-being. There must be a proper balance of accountability to national government and the local community, which supports collaboration rather than competition.

ATL fully supports initiatives aimed at tackling disadvantage and inequality in all their manifestations and particularly welcomes the *Every Child Matters* agenda as a vision and path towards greater equality, fairness and social justice in our society. Education is about meeting the needs of every child, supporting pupils' well-being and ensuring that all young people can achieve their potential, irrespective of their background. ATL is campaigning for education professionals to be properly supported and to be given the professional freedoms to continue to be at the centre of excellent teaching and learning for all.

ATL response

ATL strongly supports recent proposals to make personal, social, health and economic (PSHE) education statutory and is very pleased to be able to respond to this important consultation. We share the concerns noted by

Sir Alasdair Macdonald's independent review that the quality of PSHE education currently varies significantly between schools and that it often does not meet the needs of all children and young people.

ATL also believes that there is an important role for the further education (FE) sector in providing PSHE education. Further education tends to reach young people who have disengaged from secondary education and may not have fully benefitted from PSHE education, including any sex and relationships education (SRE), at their school. We believe that PSHE education, with its emphasis on questions of values and strategies to cope with real life issues, is an integral part of lifelong learning and cannot therefore stop at secondary school level. We hope that the place of PSHE education in FE is being taken forward separately by government.

The Importance of PSHE Education

PSHE education deals with a range of issues central to children and young people's well-being including physical and mental health and well-being, sex and relationships education, career and work-related learning and personal finance.¹ Additional important dimensions of well-being relate to sustainability, global awareness, equality and social justice.

In many ways, it is very closely related to the five outcomes of the *Every Child Matters* agenda. Making PSHE education statutory not only confirms the importance of *Every Child Matters* but may also be taken as a welcome indication of a shift of emphasis within Government's education policy-making away from the confines and limitations of the official 'Standards' agenda.

ATL believes that PSHE education is fundamentally about the central purpose of education. A genuinely broad and balanced education helps children and young people to develop a nuanced and multi-faceted understanding of the world in which they live. It is not merely about pupils achieving individually but also about participating and sharing in a profoundly social and moral purpose by acquiring and developing a vision as well as a set of practices that define a free, equal and just society.² The status of PSHE education, therefore, is an important reflection of our common perception of the purpose of education.

Research shows the importance of PSHE education. A recent Unicef report of children's well-being ranked the UK 21st out of 25 major industrialised countries. Cambridge University's *Primary Review* documents the pressures on young children in and outside of the classroom, and the Good Childhood Inquiry has confirmed a constant rise in depression, anxiety and mental health problems among children and young adults.³

More specifically, observations of classroom practice have found that boys frequently silence girls through sexist abuse and sexual harassment.⁴ Stonewall reports the prevalence of homophobic bullying, name-calling or harassment of children and young people in schools.⁵ Teachers TV found that nearly half of teachers surveyed reported that racist bullying was a problem in their school and that many worried about religious intolerance.⁶ Research by Mencap showed that 8 out of 10 children with a learning disability are bullied.⁷ There is also well-documented evidence of the problems we have in the UK with sexual health, teenage pregnancy, alcohol related problems and obesity.

The Need for a Purpose Clause for PSHE Education

PSHE functions as an umbrella term under which various more specific concerns are incorporated.⁸ The Government-hosted 'teachernet' website, for example, defines 'PSHE' as including "everything schools do to promote pupils' good health and well-being."⁹ Within the context of such a broad definition, it is inevitable, in ATL's view, that some areas of learning, particularly the one explicitly identified by the Government, achieve more prominence than others.

PSHE education has a tendency to focus on health. The consultation document on PSHE education in primary education, for example, still identifies the first two out of five core elements of essential knowledge as relating mainly to physical activity, competence and performance, dexterity, and nutrition.¹⁰

Whilst an emphasis on health is a vital ingredient of any effective delivery of PSHE education, ATL also believes that the range of challenges to be addressed through PSHE education requires a more extensive and differentiated understanding and public perception of the subject. Well-being is significantly but not exclusively defined through health only.¹¹

Aside from the disproportionate concentration on health issues, at secondary level concerns about teenage pregnancies and drug and alcohol misuse have also detracted from the variety and complexity of PSHE education. Sex and relationships education and drug education, in particular, are mostly reported as stand-alone concerns, often in relation to 'moral panics', rather than as part of a wider programme of personal, social and relationships education.¹²

In the absence of a more detailed and explicit conception of the purpose of PSHE education, ATL shares the concerns of the PSHE Association that personal and emotional development are often conflated with PSHE education or with Social and Emotional Aspects of Learning (SEAL).¹³ Many of the objectives of personal, social and emotional development, however, require a whole-school approach, structural changes and coherent links to other school practices or indeed social reforms.

There is no doubt that a range of these development objectives also overlap with key notions of citizenship, and we believe that there are benefits in further clarifying the relationship between PSHE, Citizenship and also Religious Education. All of these subjects are concerned with questions of value, and we would not wish to see PSHE education reduced to a subject that primarily handles questions of information rather than enables students to take an overview of the whole range of views and values that may directly or indirectly affect their lives.¹⁴

ATL does not want to see a statutory PSHE framework that reinforces the prominence already given to health concerns, weighted towards information-giving and requiring a tick box approach. Instead we would welcome a framework that emphasises the social and moral purpose of PSHE education and gives opportunities for discussion and reflection.¹⁵

We are concerned that proposals for PSHE education in primary schools still show a reduction of complex areas of life to rather simplistic learning objectives.¹⁶ For example, according to the proposals for primary PSHE

education, children are expected to “learn how to manage their emotions and develop and sustain relationships”.¹⁷ While no doubt a crucial and often lifelong learning objective and key area of personal development, we do not believe that schools can realistically be held accountable for achieving such an *outcome* in individual pupils. We do, however, agree that schools are accountable for their *practice* and that learning *about* managing emotions and mutually respectful relationships is an important aspect of such practice.

ATL does not believe that a name change of PSHE education would resolve these difficulties, but we do agree that there is a need for a purpose clause for PSHE education.¹⁸ We would like to see this purpose clause acknowledge the central role of values in PSHE education. As part of their personal, social and emotional development, pupils should be encouraged to make sense of values of different kinds and learn to take responsibility for their own actions and priorities. Effective PSHE education, in ATL’s view, is firmly embedded within a universal human rights framework and emphasises empathy, tolerance, care and understanding, conflict resolution, collaborative and community working and mutual respect.¹⁹ This should form the core of a purpose clause for PSHE education.

ATL is not convinced that the statutory framework for primary PSHE education should justify this area of learning with reference to children learning “to compete fairly and to cooperate as individuals and in groups and teams”.²⁰ The emphasis within PSHE education, in our view, should firmly be on the need for a collaborative approach and a strong sense of education staff and pupils being engaged together in an endeavour to understand and make sense of something of importance to all in their shared humanity.²¹ We believe that this is most effectively done through diversity within provision rather than a diversity of providers.²²

Attainment Targets within PSHE Education

The emphasis on choice and diversity and on ‘raising standards’ within much current educational policy-making has strongly supported a tendency to view the role of education as primarily a ‘handmaiden’ to the creation of labour and skills. Together with the promotion of relevant values such as entrepreneurship and commercial ‘knowledge’, in order to ensure the UK’s international economic competitiveness and economic growth, this emphasis leads to the increasing neglect of the social and moral purposes of education, and in particular of PSHE education.²³

The climate of competition between schools, underpinned by publication of league tables, severely restricts education professionals’ engagement with the complex web of local factors that significantly affect children and young people’s well-being.²⁴ At the same time, it has led to a narrow and instrumental emphasis on PSHE education as a means to impact positively on behaviour and achievement. This detracts from the central role of PSHE education, rendering this area of teaching and learning subservient to the ‘Standards’ agenda and inhibiting the realisation of the *Every Child Matters* agenda.²⁵

The question of attainment targets in PSHE education, therefore, requires consideration of whether PSHE education should simply adapt to the prevailing educational discourse, or whether the time has come to re-

examine the core assumptions of this educational discourse. ATL believes that there needs to be a fundamental review, rethink and reform of existing education policies and practices, including a proper debate about the aims of education and how these fit with our aims for promoting personal well-being and social justice.²⁶

Assessment plays an important role in establishing the development of pupils, helping to diagnose any problems in the process of teaching and learning and informing curriculum planning.²⁷ There is also an important difference between assessment *for* learning and assessment *of* learning. Whilst the consultation proposals make reference to assessment for learning, we would like to see the assessment debate resolved for *all* subjects, in particular in relation to standardised national tests, before we should consider any attainment targets in PSHE education.

ATL believes that the Government needs to communicate more explicitly the inevitable limitations of PSHE education in relation to outcomes associated with personal, social and emotional development. It has rightly been noted, in our view, that there is a difference, for example, between knowing a healthy lifestyle and being able to lead one which is largely due to social, economic and personal factors outside of the school's control.²⁸

A recent ATL membership survey has shown that 7 out of 10 members do not support any attainment targets in PSHE education. Members are concerned, for example, that:

- ◆ much of PSHE education will not be measurable;
- ◆ attainment targets cannot take into account pupils' different personal, social and emotional developments and paths of learning;
- ◆ attainment targets would undermine an open, collaborative, reflective and dialogue-based approach to PSHE education;
- ◆ in the absence of a specific consensus on values beyond a broad human rights framework, there might be a danger of the imposition of values of a dominant culture within the school or community to inform assessment;
- ◆ attainment targets would just add to a competitive culture in schools and to teachers' workload in an already crowded curriculum and effectively detract from the merit and value of PSHE education; and
- ◆ 'attainment targets' should rather take the form of curricular entitlements with a provision for young people to state whether they feel that their entitlement to all aspects of the PSHE programme has been met.²⁹

A Curricular Entitlement to PSHE and Sex and Relationships Education (SRE)

ATL is very pleased that the Government is currently determining the contents of a new curricular entitlement to SRE and PSHE education, following the respective reviews of both areas of teaching and learning. PSHE education is about the central purpose of education and should be implemented as part of a whole-school approach with clear links to pupils' well-being. SRE should be taught within "a clear and explicit values framework of mutual respect, rights and responsibilities, gender equality and acceptance of diversity".³⁰

ATL believes that the significant variations in the quality of SRE and PSHE education are, to a considerable degree, due to the diversity of providers within our education system. The fragmentation of education opportunities for pupils does not necessarily provide an ideal basis for the promotion of community cohesion, a shared understanding of our unity-in-diversity and a consensus around the importance of equality, empathy, care and mutual respect.³¹ In light of the difficulties posed by this situation, a purpose clause for PSHE education, together with the development of a code of practice or statutory guidance which supports a range of providers in the delivery of a broad and balanced curricular entitlement to SRE and PSHE education, might go some way towards ensuring a high quality curricular experience for all pupils.

ATL also believes that Local Authorities (LAs) have a strategic role in providing guidance and quality assurance to schools. We do not agree with the comprehensive devolution of responsibility towards individual schools and propose that LAs assume a central function in overseeing and guiding the implementation of pupils' entitlement to PSHE education.

Unlike other statutory subjects within the National Curriculum, it is also proposed that parents/carers and guardians should continue to retain the right to withdraw their children from the sex and relationships aspect of PSHE education.³² ATL is concerned that the retention of such a right might undermine the much needed parity of esteem of PSHE education with other National Curriculum subjects which do not make such provision. We would therefore welcome firm assurances of complementary initiatives to raise the status of PSHE and to mitigate any such effects.

Statistics reported by the PSHE Association have shown that in practice only 0.04% of parents withdraw their children from SRE. In many cases, this is from a concern about learning in relation to the biological aspects of SRE which is commonly dealt with in the national science curriculum from which children may not be withdrawn.³³ However, ATL recognises that sex and relationships education involves a range of very personal issues and the existence of the parental right to withdrawal from SRE highlights the complex and important nature of PSHE education. Our highly sexualised society and the challenges it poses for our children to navigate and grow up in this world requires good SRE provision as an integral part of a child's education. We accept that many adults feel under pressure to protect children and young people from the negative effects of the increasing sexualisation of our culture, or feel uncomfortable and ill-equipped to offer comprehensive and balanced information, advice and guidance around sex and relationships issues. ATL therefore acknowledges that subjects of such high personal and social significance may at times require special requirements, and we agree that the parental right to withdrawal should be retained, subject to review as appropriate.

ATL agrees that schools should work closely with pupils, parents/carers and guardians, and communities in the development of their SRE policy and programme, and in relation to statutory guidance, to ensure that withdrawals remain rare and are ultimately no longer felt to be necessary by even a minority of parents/carers or guardians.³⁴ We also believe that further guidance is needed on the ways in which schools and colleges can

work with and support parents/carers or guardians to appreciate the important status of SRE and PSHE education.

Parents/carers or guardians, in turn, have a crucial role to play in supporting their children to learn and understand what makes mutually respectful relationships, to develop empathy and acceptance of diversity, and to challenge any prejudices, stereotypes and inequalities within their own communities and in society.

ATL wants the best SRE and PSHE education that meets the needs of all children and young people. We know that the current problems with SRE and PSHE provision cannot be fixed overnight but require sustained and long-term commitment, community working and investment. We believe that what is important at this stage is a framework that encourages and facilitates dialogue, engagement and inclusion, thus enabling everyone and every community to be part of this journey. It is vital, therefore, that apart from a commitment to the universal human rights framework, there should be no dominance of any particular cultural values or beliefs in pupils' statutory entitlement to SRE and PSHE education.

ATL strongly welcomes the recommendations of the External Steering Group's review of Sex and Relationships education in schools that "new SRE guidance should be developed to focus more on relationships, take account of young people's views on what content they need and at what key stage; help schools to deliver SRE that is inclusive and relevant to all young people, including young people with disabilities, lesbian, gay, bisexual and transgender (LGBT) young people and which take account of young people's ethnic and faith backgrounds."³⁵

Within this context, ATL agrees that a school's governing body should consult with pupils, at secondary level, when developing the school's sex and relationships education policy. By implication, we also agree that the school's governing body should retain the duty to prepare and publish its policy on sex and relationships education. This duty, in our view, should however only extend to determining *how* not whether a school delivers SRE, and we would expect governing bodies to consult fully with education professionals as well as with parents/carers and guardians and, if appropriate, with accredited external professionals and agencies who can support schools' development and teaching of SRE.³⁶

The Programme of Study for Personal Well-Being at KS3 and 4

ATL believes that programmes of study for personal well-being at key stages 3 and 4 currently place a disproportionate emphasis on the individual at the expense of an understanding and appreciation of the wider social, economic and cultural factors that also impact on well-being, yet are to a considerable extent beyond the individual's control.

The programme of study for KS3, for example, defines personal well-being as helping young people to "embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives". ATL believes that this definition somewhat suggests that 'well-being' can be learnt, but we reiterate that there is a significant difference between knowing about a healthy lifestyle, for example, and being able to lead one.

As part of a broad and balanced SRE and PSHE curricular entitlement, ATL would also like to see more explicit reference to particular areas of learning. We believe that the areas of teaching and learning described under 'risk', 'relationships' and 'diversity' are too vague to ensure a common curricular experience for all pupils.

In particular, the description of the key area of 'relationships', which is an integral part of PSHE education, reflects a tendency to view 'relationships' as individuated and separate phenomena that exist almost within a social and cultural vacuum. We believe, however, that whilst bullying, for example, may be a manifestation of an unhealthy and disrespectful relationship between two individuals, it clearly has wider social connotations and implications when it takes, amongst others, a racist, disablist, homophobic, transphobic, ageist, classist, Islamophobic, anti-semitic or sexist form. In the same way, evidence of violence against women and girls, which shows that women experience more serious and more frequent violence than men and that 85% of victims of domestic violence are women³⁷ suggests that violence against women and girls is also facilitated by wider social factors and attitudes that inform but go beyond the immediate violent relationship.

The reluctance to address issues around forced marriage, female genital mutilation and 'honour'-based violence for fear of appearing 'culturally insensitive' also remains of concern for ATL. We agree that these issues must be addressed and tackled in solidarity and in partnership with Black and minority ethnic groups, especially those representing victims/survivors of these particular forms of violence against women and girls. We also recommend that the relationships element of PSHE education is joined up with other relevant cross-governmental initiatives such as the strategy to tackle violence against women and girls.

Furthermore, relationships do not just exist between two individuals but also within and between communities and groups of people, and these relationships can be unequal and discriminatory. We know, for example, that for any given level of qualifications, a black or minority ethnic person will be less likely to be employed than a white person with the same qualifications.³⁸ We also know that by the age of 19, young disabled people are three times as likely to be not in education, employment or training (NEET) as their non-disabled peers and that over a third of those without any formal qualifications are disabled.

We would strongly welcome inclusion in the statutory entitlement to the SRE and PSHE curriculum of education about all forms of unequal, unfair, unjust and discriminatory relationships, which are often facilitated through deeply embedded cultural and societal prejudices and stereotypes.

ATL also believes that there is a need for greater clarification of the statement that pupils should learn to understand that "relationships can cause strong feelings and emotions". We believe that some reference to the element of power in many relationships is required in this context in order to avoid inadvertently excusing or justifying 'strong emotions' that may lead to violent, abusive or discriminatory relationships. It is vital that the programme of study reflects not only the full range but also the latest developments of equality legislation.

Any programme of study around the concept of 'diversity', which links with personal identities and relationships, needs to be supported by more detailed curricular materials and guidance. For example, when pupils are required to consider their attitude and behaviour towards 'diversity' and how to accommodate difference in their lives, pupils may identify such divergent routes as assimilation, co-existence or shared transformation. In the absence of any guidance on this complex area, it is difficult to see how similar learning outcomes, together with a coherent notion of citizenship, would be achieved.

The Programmes of Study for Economic Well-being and Financial Capability at KS3 and 4

ATL believes that a context-blind approach has also infused the programmes of study for economic well-being and financial capability, and we doubt whether these programmes can meet the needs of all pupils.

The introductory statement on the importance of economic well-being, for example, implicitly relies on a notion of a close correlation of the possession of goods and consumption with well-being. In this context, pupils are assumed to develop as "questioning and informed *consumers*" who "learn to manage their money and finances effectively". In the absence of further clarification, this objective, in our view, stands in contrast to the aim of enabling all young people to become "responsible *citizens* who make a positive contribution to society".³⁹

The important difference between a consumer and a citizen is that the consumer wants to satisfy desires through the acquisition of goods, while a citizen reflects on desires in order to restrain or transform them in line with a conception of the common good.⁴⁰ The curricular programme asserts both these identities without resolving the fundamental difference between them. ATL believes that we need to be clear about whether we intend to produce 'savvy' consumers or educate informed citizens.

An ATL membership survey has shown that the commercial world is increasingly determining the lives of children and young people. A substantial majority of respondents said that the possession of fashion items and/or branded goods was important for children and young people. Peer pressure and a 'desire to fit in' were most frequently identified as the reasons for this consumer behaviour among children and young people, whose purchasing habits was most prominently influenced by brands, closely followed by friends and peer groups.⁴¹

ATL is concerned that the consumerist engagement of children and young people with the commercial world creates increasing pressures for individuals and their families, and also contributes to a growing objectification of children and young people in terms of their social or market 'value' and the 'respect' and 'dignity' in turn accorded to the individual on this basis. ATL disagrees with the statement that "education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives". This confirms our view that the role of education is seen in large part to be about training for commercial society.

It is difficult to see how this approach to well-being will encourage pupils to think critically about the world around them and challenge stereotypes,

“discrimination and other cultural and social barriers” in the world in which they live. It is also highly unlikely that this “helps pupils to aim high”.⁴²

Bexley Business Academy, for example, has been reported to have set aside one day per week for pupils to do business and stock exchange simulations and other training. To reinforce this business ethos, a mini stock exchange is said to stand in the school foyer.⁴³ Even though most pupils at this academy are unlikely to enter the economy in the capacity as a stockbroker or financial manager due in part to persistently low attainment rates, it is also morally questionable, especially in the context of the current financial crisis, whether such a career path should be uncritically promoted as an ideal route to well-being.

In this regard, ATL is also concerned that curriculum objectives such as “pupils should be able to understand financial risk and reward” and “to take action to improve their chances in their career” might promote a one-sided, inappropriate and highly self-centred attitude to risk and reward. We believe that this curricular programme needs to be rewritten in light of the lessons learnt or to be learnt from the current economic crisis.

ATL disagrees with the notion that “everyone has a ‘career’” in the sense of an “individual’s lifelong progression through learning and work”, which would seem to imply paid work. We would prefer an emphasis on individuals as being ‘lifelong learners’, which is more inclusive, especially of all those who are not in education, employment or training (NEET), and does not imply a judgement of an individual’s abilities or efforts in relation to their socio-economic position.

We are sceptical about any claims of the programme to enable pupils to “build a positive and *realistic* view of their needs and capabilities so that they can make effective learning plans, decisions and transitions”.⁴⁴ ATL believes in a broad and balanced education that meets the needs of all children, not in training pupils from a young age for particular employment routes because these appear to be ‘realistic’ options on the basis of a pupil’s assumed capabilities.

Conclusion

ATL believes that PSHE education is fundamentally about the core social and moral purposes of education.

We would welcome more in-depth consultation with stakeholders on all PSHE programmes of study especially those for key stages 3 and 4. We are not convinced that the existing programmes will meet the needs of all pupils, especially due to their silence on social structures and power imbalances, and also to a large extent on specific forms of discrimination and disadvantage related to particular identities or a combination thereof.

The programmes of study must be linked with an explicit purpose clause for PSHE education, which acknowledges the central role of values, and that any difficulties in getting the right framework for PSHE education need to be addressed and resolved before any programmes of study are implemented at local level.

ATL members are strongly opposed to the development of attainment targets for PSHE education.

ENDNOTES:

- ¹ Cf. DCSF/QCA, *Curriculum Reform – Consultation Overview*, Ch. 2: Proposals to change Personal, Social, Health and Economic Education, (2009), p.6.
- ² ATL, *Sustainable Education: Review, Rethink, Reform*, position statement, 2009. Available at www.atl.org.uk.
- ³ *The Observer*, 'Are British children really in crisis, or the victims of parents' anxieties?', 1 February 2009.
- ⁴ Cf. C. Skelton, *Schooling the Boys*, (Buckingham: Open University Press, 2001), L. Dalley-Trim, 'The boys present... Hegemonic masculinity: a performance of multiple acts' in *Gender and Education*, 19 (2), 2007, pp.199-217, D. Epstein, 'Cultures of schooling/cultures of sexuality' in *Inclusive Education*, 1 (1), 1997, pp.37-53; and C. Oliver and M. Candappa, *Tackling Bullying: Listening to the Views of Children and Young People*, DfES Research Report, no. 400, March (2005).
- ⁵ Stonewall, *The Teacher Report: Teachers' perspective on homophobic bullying in Britain's primary and secondary schools*, (2009).
- ⁶ BBC, 'Teachers report 'racist bullying'', 23 April 2009.
- ⁷ Mencap, *Don't Stick It, Stop It*, 2007.
- ⁸ G. Haydon, *The Importance of PSHE*, p.8.
- ⁹ See www.teachernet.gov.uk/pshe/index.cfm?sectionId=72.
- ¹⁰ QCA, *Understanding Physical Development, Health and Wellbeing – Draft for Consultation*, Primary PSHE, 2009, p.2.
- ¹¹ G. Haydon, *The Importance of PSHE*, Impact No.10, Philosophy of Education Society of Great Britain, (2005), p.8.
- ¹² G. Haydon, *The Importance of PSHE*, p.8.
- ¹³ PSHE Association, Briefing on the Proposed Primary Curriculum – Interim Final Report.
- ¹⁴ G. Haydon, *The Importance of PSHE*, p.31.
- ¹⁵ *Ibid.*, p.38.
- ¹⁶ Cf. S. Inman, M. Buck and M. Tandy, 'Personal, social and health education: challenging practice' in S. Inman et.al, *Enhancing Personal, Social and Health Education*, (London: Routledge, 2003), p.9.
- ¹⁷ QCA, *Understanding Physical Development, Health and Well-being*, para.c, p.3. Available at www.qca.org.uk/qca_22284.aspx.
- ¹⁸ G. Haydon, *The Importance of PSHE*, p.xi.
- ¹⁹ ATL, *Sustainable Education: Review, Rethink, Reform*, position statement, 2009.
- ²⁰ QCA, *Understanding Physical Development, Health and Well-being*, p.1.
- ²¹ S. Inman, et.al. 'Personal, social and health education', p.3.
- ²² Cf. ATL, *Faith Schools*, position statement, 2007.
- ²³ S. Ball, *The Education Debate*, pp.11-12.
- ²⁴ Centre for Equity in Education, *Equity in Education – New Directions*, (University of Manchester, 2007), p.16.
- ²⁵ ATL consultation response to the DCSF call for evidence on the impact of the commercial world on children's well-being, June 2008. Available at www.atl.org.uk.
- ²⁶ ATL, *Sustainable Education: Review, Rethink, Reform*, position statement, 2009.
- ²⁷ Cf. M. Buck and S. Inman, 'Personal and Social Development at the Crossroads' in S. Inman, M. Buck and H. Burke, *Assessing Personal and Social Development*, (London: Falmer Press, 1998), p.12.
- ²⁸ S. Inman, et.al. 'Personal, social and health education', p.9.
- ²⁹ ATL membership survey on the proposed curriculum reforms, May 2009.
- ³⁰ Cf. External Steering Group, *Review of Sex and Relationships Education in Schools*, 2008.
- ³¹ ATL, *Faith Schools*, position statement, 2007.
- ³² DCSF/QCA, *Curriculum Reform – Consultation Overview*, 2009, p.7.
- ³³ PSHE Association, *Briefing on the Independent Review of the Proposal to make PSHE Education Statutory*; available at NCB, *PSHE and Citizenship – SRE: Support for Governors*, Spotlight series;
- ³⁴ NCB, *PSHE and Citizenship – SRE: Support for Governors*.
- ³⁵ External Steering Group, *Review of Sex and Relationships Education in Schools*, 2008.
- ³⁶ PSHE Association, *Briefing on the Independent Review of the Proposal to make PSHE Education Statutory*.
- ³⁷ House of Commons/Home Affairs Committee, *Domestic Violence, Forced Marriage and 'Honour'-Based Violence*, Sixth Report, Session 2007-8, vol.1, p.23 and Government Equalities Office, Factsheet *Domestic Violence*, (2008).
- ³⁸ TUC, *Black Workers, Jobs and Poverty*, 2005.
- ³⁹ QCA, *PSHE: Economic Wellbeing and Financial Capability*, Programme of study for key stage 3, p.227.
- ⁴⁰ M. Sandel, *Public Philosophy*, (Cambridge/Mass: Harvard University Press, 2005), p.75.
- ⁴¹ Cf. ATL response to the DCSF call for evidence on the impact of the commercial world on children's well-being, June 2008. Available at www.atl.org.uk.
- ⁴² Cf. QCA, *PSHE: Economic Wellbeing and Financial Capability*, Programme of study for key stage 3, p.227.
- ⁴³ T. Wrigley, *Another School is Possible*, p.49.
- ⁴⁴ QCA, *PSHE: Economic Wellbeing and Financial Capability*, Programme of study for key stage 3, p.227.