

The good news for schools is that the QCA unified framework for PSHE and Citizenship provides the opportunity to review their whole curriculum to ensure that it really serves the needs of its pupils.

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Personal, Social, Health Education and Citizenship

Initial guidance for schools from the Qualifications and Curriculum Authority

Citizenship will be created as a new National Curriculum subject for all 11-16 year olds from September 2002.

The Qualifications and Curriculum Authority (QCA) published their long awaited guidance on Personal, Social and Health Education (PSHE) and Citizenship in April 2000. The publication consists of three separate booklets:

- (i) Personal, Social and Health Education and Citizenship at key stages 1 and 2;
- (ii) Personal, Social and Health Education at key stages 3 and 4;
- (iii) Citizenship at key stages 3 and 4

This guidance is designed to help schools implement the Framework for Personal, Social and Health Education and Citizenship which was published in *The National Curriculum Primary and Secondary Handbooks (1999)*.

The guidance emphasises the common ground between PSHE and Citizenship and presents the statutory and non-statutory aspects as a unified framework of four inter-related strands:

- ✓ developing confidence and responsibility and making the most of abilities
- ✓ preparing to play an active role as citizens
- ✓ developing a healthy, safer lifestyle
- ✓ developing good relationships and respecting the differences between people

There is a fifth and vital part: the breadth of opportunities that pupils need to develop their knowledge, skills and understanding.

Two broad aims

The guidance states that the two broad aims for the school curriculum are: to provide opportunities for all pupils to learn and achieve, and, to promote children's spiritual, moral and

Curriculum 2000: PSHE & Citizenship

From the QCA website

Citizenship will be created as a new National Curriculum subject for all 11-16 year olds from September 2002, and a national non-statutory framework for the teaching of PSHE from September 2000 has been produced.

PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

<http://www.dfes.gov.uk>

social development for the opportunities, responsibilities and experiences of life. However, these aims cannot be fully achieved without the provision of PSHE and Citizenship.

The curriculum is concerned with supporting children's growth and development, linked to learning and achievement. There is a clear expectation that all schools will deliver these two aims. It is essential therefore that schools examine their whole curriculum provision.

Part of this consideration of the curriculum is the place of Personal, Social and Health Education, and Citizenship, which becomes a new statutory subject from September 2002.

The Framework

The Framework/programmes of study enable schools to build on what they may be doing well already and vary the depth of coverage. Schools are encouraged to be innovative and develop their own approaches to PSHE and Citizenship. They need to promote continuity, progression from prior learning and consider the values they wish to promote. The framework enables schools to reflect the three principles from the statement on inclusion, which are:

- ✓ setting suitable learning challenges
- ✓ responding to pupils' diverse learning needs
- ✓ overcoming potential barriers to learning and assessment for individual and groups of pupils

Schools may experience some confusion about this unified framework. Citizenship is not a subject in its own right in key stages 1 and 2. At key stages 1 and 2, Citizenship emphasises the development of social and moral responsibility and community involvement, and some of the basic aspects of political literacy, for example, knowing what democracy is and about the basic institutions that support it locally and nationally. At key stages 3 and 4 the political literacy strand gains greater emphasis and a programme of study is included.

Schools should be working towards a plan for implementation of this unified framework. They need to consider whole curriculum planning as there are different forms of curriculum provision. Schools should consider to what extent they need to make separate timetabled provision for Citizenship.

Teaching better

Schools may feel that this is yet another area to be added to an already overcrowded curriculum. But the rationale behind this unified framework is not about teaching more, but about teaching better. With clear planning schools are able to identify what is being taught and where, and how the planned provision

supports the two aims of the curriculum.

Schools are helped by Standards Fund monies to develop this work available this year but may not be next year.

Good news

The good news is that the QCA unified framework for PSHE and Citizenship provides the opportunity for schools to review their whole curriculum to ensure that it really serves the needs of its pupils. The framework is about pupils and their personal and social development, and, it did not have to be in place by September 2000 but schools should have a plan for what they intend to do. Citizenship and PSHE are complementary and should be planned for together. Citizenship at key stages 3 and 4 does not become mandatory until September 2002. More guidance, good practice and resources will become available over the next year, so do not rush in planning Citizenship lessons throughout the school from September 2000.

Healthy School Standard

The QCA guidance offers a framework to build upon. The National Healthy School Standard provides the vehicle for delivery. In all areas of the country LEAs are actively engaged in developing their local Healthy School Schemes in preparation for national accreditation, with the expectation that all schools will have access by 2002.

Subject leader qualifications are currently being developed to support the work of the PSHE co-ordinator. OFSTED have included this area in their inspection framework and will be inspecting it, which means that the whole aspect will assume a higher importance.

But all of this will take time. In the meantime schools are struggling to make sense of it all at a time when the whole national curriculum has been revised. Some subjects are fighting over time allocations and reviewing their subject plans.

"PASSPORT"

There is a ray of hope on the horizon. During July 2000 all schools, including the independent schools, will have received a copy of "PASSPORT - A framework for personal and social development".

In its original format this was the resource on which the QCA guidance was based. PASSPORT itself has been revised and it provides a useful tool as it:

- ✓ amplifies the frameworks for PSHE and Citizenship
- ✓ complements the initial guidance for schools from QCA

Schools should not lose sight of the two aims of their curriculum i.e. supporting the pupils' growth and development, linked to their learning and achievement.

- ✓ provides a single framework which acknowledges curricular guidance concerned with various aspects of personal and social development.
- ✓ offers teachers a comprehensive and systematic framework for implementing a curriculum for personal and social development
- ✓ draws together the common elements of the national initiatives that promote education concerning different aspects of pupils' personal and social development
- ✓ identifies the common core of skills, knowledge and understanding, and attitudes and values which constitute the pupils' basic entitlement to personal and social development.

It will also help schools to attain the new Healthy School Standard, which, like PASSPORT, requires that the curriculum's underpinning principles are put into practice throughout the school.

Questions

Schools need to consider:

- ? What is the curriculum that their pupils need
- ? Has it got a plan of action towards September 2002
- ? What is the contribution of the other curriculum subjects and other activities to PSHE and Citizenship
- ? How are the key stage elements broken down into year groups
- ? Has staff commitment and ownership been developed

- ? How is this whole area being co-ordinated
- ? What is the role of senior management in this
- ? How are personal and social development learning outcomes to be added to existing subject schemes of work
- ? How will provision be monitored to ensure that all pupils have access to opportunities for personal and social development
- ? How will this all be assessed

There will be an ongoing debate around the whole area of assessment with certain lobbies pushing for half GCSEs, formal qualifications, examinations, all which will rumble on for some time yet.

Schools should beware of taking a stance of a too rigid model. It is widely acknowledged that knowledge is easy to assess, whilst skills are more difficult (but not impossible - think about subject areas such as physical education).

Attitudes present another problem altogether, although teachers may be able to identify attitudinal shifts over time.

Whatever happens it is clear that schools should not lose sight of the two aims of their curriculum i.e. supporting the pupils' growth and development, linked to their learning and achievement.

Woe betide the school that fails its pupils - either as people or citizens!

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