

BRITISH YOUTH COUNCIL
Youth Select Committee

A Curriculum for Life

British Youth Council
Youth Select Committee
2013

A Curriculum for Life

Written and oral evidence is available on the British Youth Council's website at www.byc.org.uk

Introduction from Mr Speaker

I am delighted to introduce the Youth Select Committee Report on A Curriculum for Life, produced by the British Youth Council with support from the House of Commons.

I believe that it is extremely important for young people to have the opportunity to participate directly in the consideration of issues that affect them. As Speaker I met with the young people involved in running the Committee and I was most impressed with their dedication to ensuring a fair and full examination of life skills education in schools.

I am looking forward to seeing the outcome of this report and recommendations.



Mr Speaker, Rt Hon John Bercow MP

The Youth Select Committee

The Youth Select Committee is an initiative by the British Youth Council to encourage young people's participation in issues that affect them.

Current membership

Natasha Browne (Chair)	Member of Youth Parliament for Solihull, West Midlands;
Nathan Jordan (Vice Chair)	Representative for Academies;
Matthew Burton	Chair of Kent Youth County Council;
Daniel Coleman	Member of the Scottish Youth Parliament & Chair of Dundee Youth Council;
Isabella Colocci	Representative for Girlguiding UK.
Solomon Curtis	Member of Youth Parliament for Bexhill and Upper Rother;
Nikita Harkin	Member of UK Youth Parliament for Foyle, Northern Ireland;
Samantha Hunter	Member of Amplify, the Children's Commissioner's Advisory Group;
Joel Price	Member of the Welsh Youth Parliament & Caerphilly Youth Forum;
Kerry Sildatke	Member of Kent Youth County Council;
Isobel Trout	Elected Young Mayor of Bristol and member of Bristol Youth Select Committee;

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Summary

In 2013 the Youth Select Committee held an inquiry into the role of the education system in England in supporting young people to develop “life skills”, for example personal finance skills, sex and relationships education, political and electoral education, and cultural awareness. We consider the development of different skills and knowledge that prepare young people for the experiences and responsibilities of life vitally important, to help young people realise their full potential as active citizens, increasing their employment opportunities, and prepare them for adulthood.

Both primary and secondary schools have a critical role to play in nurturing these skills. What we heard, however, was that pupils were not receiving the kind of life skills education they wanted and that Personal, Social, Health and Economic (PSHE) education and Citizenship lessons, through which many life skills are taught, were not meeting young people’s needs.

We have concluded that there is more work to be done at all levels to increase the priority of life skills education in the curriculum, from Government down to each individual school. While we welcome the reference to PSHE education in the National Curriculum framework for 2014, we remain to be convinced that this delivers the clear signal that is required to make some schools re-prioritise this type of education. We will look with interest at future Ofsted reviews of both Citizenship and PSHE education and have recommended change if improvements continue to be judged as “not yet good enough”.

The evidence we received from young people demonstrates that they are willing and eager to be involved in shaping the issues that affect them. We heard, however, that some schools have not made use of this enthusiasm and that pupil involvement in shaping the wider school curriculum was limited. We would like to see more done in schools and in local areas to gather young people’s views and to use these in shaping the curriculum.

Teachers require support to deliver life skills education. This might be through the appointment of external organisations to teach specialist subjects, or it might be through training. Hand in hand with the devolution of training funding to schools sits the responsibility for ensuring that teachers have the right skills to deliver for young people. We believe that schools will reap the rewards of well trained PSHE teachers through the development of more rounded pupils.

There is more to be done to improve quality and consistency, but we are encouraged by the responses we received not only from pupils, but teachers and associated organisations. We hope that in addition to Government and Local Authorities, Heads and Governors of Academies and Free Schools will take this report into consideration and that through a greater commitment to life skills education we can deliver a “curriculum for life”.

1 Introduction

1. The majority of English schoolchildren are taught in schools (such as maintained schools, Academies and Free Schools) that are expected to deliver a “balanced and broadly based” school curriculum, which “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of life”.¹ Young people have said that the development of the different skills that prepare them for these opportunities, responsibilities and experiences—including, for example, political education, personal finance and cultural awareness—is important as it could help them to increase their employment prospects, stay healthy and become active citizens in society.² Recent research has suggested, however, that some young people have experienced poor “life skills” education. Brook, an organisation that provides sexual health services, advice and education for young people under 25, for example, have suggested that one in five pupils rate Sex and Relationships Education (SRE) as poor or very poor, and around half of those surveyed said that SRE did not cover what they really wanted to know.³

Our inquiry

2. In November 2012 the UK Youth Parliament (UKYP) held a national debate in the House of Commons, through which the subject of “a curriculum for life” emerged as the chosen UKYP priority campaign for 2013. This was one of five campaign topics mandated for Members of Youth Parliament (MYP) to debate in the House of Commons through a vote, in which over 253,000 young people across the UK took part and identified topics that were important to them. The campaign calls for a re-examination of the National Curriculum for England in respect of life skills education and for improved teacher

¹ Education Act 2002, section 78; and Academies Act 2010, section 1

² UK Youth Parliament debate in the House of Commons, 23 November 2012, via <http://www.ukyouthparliament.org.uk/>

³ Brook, *Sex and relationships education fit for the 21st century. We need it now*, November 2011

training in Citizenship education and Personal, Social, Health and Economic (PSHE) education.⁴

3. In response to this, we chose to carry out an inquiry into “life skills” education in schools. As education is a devolved matter, with the Scottish Parliament, the National Assembly for Wales and the Northern Ireland Assembly each having its own power over education policy, we focused on the education system in England, using other parts of the UK as helpful comparison. Our inquiry focused predominantly on PSHE and Citizenship education, and as a starting point for our work we adopted the UKYP understanding of “life skills” education, which includes learning about; politics; sex and relationships; cultural awareness; community cohesion; personal finance; sustainable living; and citizenship.⁵

4. The public were invited to submit written evidence and over the course of the inquiry we received over 80 memoranda. We subsequently held two meetings in the Palace of Westminster and took oral evidence from a range of individuals and groups including young people, Members of Parliament, charitable organisations and representative bodies.⁶ Both written and oral evidence covered a range of issues, including:

- The extent to which the education system is responsible for equipping young people with “life skills”;
- The Government’s approach to PSHE and Citizenship education;
- The extent to which there is a disparity in provision of PSHE education across schools;
- How well equipped teachers are to deliver PSHE and Citizenship education;
- The extent to which pupils are involved in shaping the curriculum to meet their needs; and
- Examples from devolved institutions to inform our inquiry.

⁴ UK Youth Parliament campaign: A curriculum for life, via <http://www.ukyouthparliament.org.uk/>

⁵ Ibid

⁶ Both written and oral evidence, referenced in this report with EV and Q respectively, can be accessed on the British Youth Council website, via <http://www.byc.org.uk/uk-work/youth-select-committee>

We are grateful to and thank all those who took the time to participate in this inquiry. In this report we focus on some of the key issues raised in the evidence we received.

The National Curriculum, PSHE and Citizenship

5. The National Curriculum in England applies to pupils of compulsory school age in maintained schools—those funded by central government via a local authority—and requires them to follow an agreed syllabus of “core” subjects, including science, maths and English, and “foundation” subjects, such as geography, history and foreign languages. The National Curriculum framework, produced by the Department for Education (DfE), sets out the aims of each subject and the concepts and content that should be taught at each key stage. A new framework was published on 11 September 2013 which aimed to “set out only the essential knowledge that all children should acquire, and give schools and teachers more freedom to decide how to teach this most effectively and to design a wider school curriculum that best meets the needs of their pupils”.⁷ Most of the new curriculum will come into operation from September 2014.

6. The National Curriculum forms the statutory part of the wider school curriculum, which “comprises all learning and other experiences that each school plans for its pupils”.⁸ As part of the wider school curriculum, religious education must be provided to all pupils and maintained secondary schools should provide sex and relationships education, unless children are withdrawn by their parents or guardians in either case.

7. Citizenship education forms part of the National Curriculum and is focused on developing a pupil’s understanding of how the United Kingdom is governed, including for example its political system, the role of law in society and how laws are shaped and enforced. It was revised as part of the new National Curriculum for 2014 to include financial education, with the aim of preparing pupils “to take their place in society as responsible citizens, manage their money well and make sound financial decisions”.⁹

⁷ Department for Education, *Review of the National Curriculum*, via <http://www.education.gov.uk>

⁸ Department for Education, *The National Curriculum in England framework document*, September 2013, p5

⁹ *Ibid*, p201

8. PSHE education is not part of the National Curriculum, but forms part of the wider school curriculum and is defined by the Office for Standards in Education, Children's Services and Skills (Ofsted) as “a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities” intended to equip pupils with “the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly”.¹⁰ As a non-statutory subject—one that is not part of the National Curriculum—schools have over time developed their own versions of PSHE education and ways of delivering it, although Ofsted has said “programmes typically cover health and safety education, including substance misuse, sex and relationships education, careers education, economic education and financial capability”.¹¹

9. Academies—maintained schools which have changed to become independent of direct control by the Local Authority and are funded by central government—and Free Schools—new schools which are independent of direct control by the Local Authority funded by central government—are not required to teach the National Curriculum and have the freedom to design their own “broad and balanced” curriculum. They are required, however, to include English, maths and science and to make provision for the teaching of religious education.

¹⁰ Ofsted, *Personal, social, health and economic education in schools*, July 2010, p8

¹¹ Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p9

2 Are young people well equipped for life?

10. During the UKYP House of Commons debate in November 2012 one Member of Youth Parliament (MYP) asked whether a curriculum for life, one which teaches life skills alongside traditional academia, was “actually something they [the young people MYPs represent] would want, or is it something that we think they need?”¹² The evidence submitted to this inquiry confirmed our initial perception that life skills education was something pupils wanted, because they recognised that it could help to enable independent living, and improve skills for the workplace. Matthew Otubu, MYP for Newcastle upon Tyne, having consulted local young people in his local area, told us about some of the different skills and knowledge young people wanted to learn:

only 48% of the young people we surveyed had been taught how to vote, but some 80% wanted to be taught that [...] Only 30% have been taught about petitions and how to engage in direct democracy, but 70% want to be taught that [...] of the 154 young people we surveyed, only 25.7% knew anything about community cohesion, but more than double that amount wanted to be taught about that. The same goes for sustainable living and cultural awareness.¹³

11. We initially looked at the extent to which schools should be the primary source of life skills education. Responses to the Government’s 2011 consultation on PSHE education, which aimed to consider the content and quality of PSHE, suggested that parents had principle responsibility for teaching the kinds of topics that could be covered under life skills education, and that PSHE education in schools should reinforce knowledge rather than pre-empt parents and carers.¹⁴ Those that we spoke to, however, said that schools play a critical role and should be at the forefront of any support for young people, given that they were a “convenient access point” for this kind of learning.¹⁵ Louisa Young, Education Policy Adviser for the Association of Teachers and Lecturers (ATL), a union for education professionals across the UK, told us that ATL members believed that “the education system

¹² UK Youth Parliament debate in the House of Commons, 23 November 2012, col 46, via <http://www.ukyouthparliament.org.uk>

¹³ Q81

¹⁴ Department for Education, *Consultation on PSHE education summary report*, March 2013, p4

¹⁵ EV70

has a strong responsibility to help to develop those life skills, alongside developing people as successful learners with the confidence to play to their strengths”.¹⁶ Some witnesses stressed that while parents, carers and families could play an important role in providing these skills, not all would be able or inclined to do so. The Found Generation, a youth-led group campaigning for action to tackle youth unemployment in the UK, for example, provided us with one young person’s view that “one should not assume that everyone has the same home life or even parents who have the knowledge to pass on to their children”.¹⁷ John Wadsworth, a member of Leeds Youth Council and Chairman of Leeds Education Challenge Learners Board, said that:

Parents cannot always be relied upon to educate young people on these issues as they themselves may not have the knowledge and others may not consider it to be of importance, thus I feel the only way young people will start off with an equal chance in life is for the education system to equip them with these skills.¹⁸

12. Schools play a critical role in supporting young people to develop the skills and knowledge that will help them in later life, such as personal finance, cultural awareness, sustainability and an understanding about sex and relationships. Their role is more than one of reinforcing knowledge learned elsewhere, because for some young people their school may be the only place they have to learn about these kinds of issues.

Current provision in schools

13. A number of investigations into life skills education have been undertaken over recent years. Citizenship education was last investigated by Ofsted in 2010 and the associated report, *Citizenship established?*, concluded that, seven years after its introduction into the statutory curriculum for secondary schools, Citizenship education provision and pupils’ achievement had improved, with over half of the schools inspected judged as good or outstanding. The report noted that “many schools were establishing a notion of the expected standards in citizenship, drawing on their growing experience and often informed by external help” but that determining how to assess standards and achievement

¹⁶ Q88

¹⁷ EV18

¹⁸ EV07

was still difficult.¹⁹ We understand that Citizenship education is due to be inspected by Ofsted again in 2013.²⁰

14. In May 2013 Ofsted published a report that evaluated the strengths and weaknesses of PSHE education in primary and secondary schools in England. The findings were based on evidence from inspections of PSHE education carried out in 24 primary, 24 secondary and two special schools and from an online survey of young people. The report, *Not yet good enough: personal, social, health and economic education in schools*, concluded that while learning in PSHE education was good or better in 60% of schools, it was inadequate or required improvement in the other 40% of schools. Finance and employment education was found to have improved in that “the development of pupils’ economic well-being and financial capability was at least good in half of the primary schools and in two thirds of the secondary schools, with careers education good or better in half of the secondary schools”. The report also found that the curriculum was “usually more coherent and comprehensive in schools that offered discrete PSHE education lessons across the school”.²¹

15. With regard to the improvements that were needed, the Ofsted report noted that on some topics, pupils’ knowledge was incomplete. Some pupils had received information on staying safe, but “few had developed the skills to effectively apply their understanding, such as the assertiveness skills to stand up for themselves and negotiate their way through difficult situations”. Furthermore, most pupils had learned about the dangers of drugs and alcohol, but “were less aware of the physical and social damage associated with alcohol misuse, including personal safety”. In comparing PSHE with other academic subjects, the Ofsted report said that the assessment of learning was “often less robust for PSHE education than for other subjects” and “in too many schools, teachers did not check or build on pupils’ previous knowledge which resulted in them repeating topics, and they had lower expectations of the quality of pupils’ work in PSHE education than for the same

¹⁹ Ofsted, *Citizenship established?*, January 2010, p9

²⁰ EV71

²¹ Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p5

pupils in other subjects”.²² In light of the report, we met with Janet Palmer, Lead Inspector and National Adviser for PSHE at Ofsted, who summarised her thoughts on progress:

I have been involved in PSHE education for 30 years, and the title of my report, which was based on evidence from 2012, is “Not Yet Good Enough”. I think you could probably have said exactly that over the past 30 years, for all kinds of reasons that are outlined in the report.²³

The Ofsted report *Not yet good enough: personal, social, health and economic education in schools* found that 24% (12 out of 50) of the schools inspected had outstanding PSHE. These schools had the following characteristics in common.

- Pupils demonstrate excellent personal and social skills.
- All pupils share a sense of pride in the contribution they make in school.
- Pupils can describe what they have learnt in PSHE with maturity and enthusiasm.
- Pupils are independent learners and take responsibility.
- Teachers have excellent subject knowledge and skills.
- Teaching activities meet the needs of different groups and individuals.
- Teachers are skilful in teaching sensitive and controversial topics.
- Teachers use questioning effectively.
- Teachers assess learning rigorously.
- The curriculum is innovative and creative.
- The curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances.
- High-quality enrichment activities make an outstanding contribution to the development of PSHE education skills.
- School leaders champion PSHE education.
- Leaders and managers rigorously monitor the quality of teaching.²⁴

16. In June 2013, the All Party Parliamentary Group for Children (APPGC) published a report, *Are children and young people getting the opportunities they want?*, which sought to examine the opportunities which are available to young people in the current economic climate and the barriers to young people taking up those opportunities. It concluded that there was a gap between policy and practice within the education system, which fell short in preparing young people for the transition to work and failed to take into account the reality of those not in education, employment or training who fail to fit with a standard model of education. The APPGC put forward a number of recommendations which

²² Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p7

²³ Q29

²⁴ Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p25-28

included guaranteeing access to PSHE for all pupils and offering them a range of personalised, tailored, flexible support.²⁵

17. Our evidence reflected these findings, with pupils reporting mixed experiences of PSHE education. Adam Rolfe, a pupil in Milton Keynes, said that “I feel my experiences of Citizenship and PSHE are really good, especially PSHE where we are taught about work skills, sex education and further education”. He also recognised, however, that his experience was not always common, and said there were “several people from some of the schools saying the lessons are taught unregularly and to a low standard”.²⁶ Nathan Howarth, MYP for Cheltenham and Tewkesbury, had a negative view of PSHE, suggesting it was “repetitive and boring”. He recommended that instead it should focus on practical skills, which would be more memorable.²⁷ Thomas Edwards, a pupil, made similar comments:

PSHE is seen as an easy subject by my peers, and my teachers often see it as a time to set easy work so they can mark work from other subjects, or prepare the next lesson. Some students will miss out on information this way, something they will have to catch up on later, whether at the bank, when they suddenly realise that the finance system isn't run the same way as they thought, or in later life when this lack of education means they do not get involved with the local community as much.²⁸

18. In response to questioning about the state of PSHE and life skills provision, Hardip Begol, Director for Assessment, Curriculum and General Qualifications at DfE, told us that while schools offer “a much richer curriculum than there was a decade or two ago” he accepted that the situation with PSHE “should worry us all”.²⁹ In response to Ofsted’s findings, DfE have asked Ofsted to report on specific effective practice in PSHE to provide a range of examples from which teachers can draw when developing their PSHE curriculum. In addition, funding continues to be provided to the PSHE Association, the national subject association for PSHE educators in England, “to undertake work advising

²⁵ All Party Parliamentary Group for Children, *Are children and young people getting the opportunities they want?*, June 2013

²⁶ EV75

²⁷ EV42

²⁸ EV74

²⁹ Q164 and Q165

schools in developing curricula, improving staff training, and promoting the teaching of consent in SRE”.³⁰

19. Recent reviews of life skills education programmes in schools including Personal, Social, Health and Economic (PSHE) education, coupled with the evidence we received as part of this inquiry, paint a worrying picture. As a whole, life skills education in schools falls well short of its full potential, and specific programmes such as PSHE are not receiving the priority attention that young people and those involved in education tell us is needed. There is much more to be done by the Government, Local Authorities and schools to deliver a “curriculum for life”.

³⁰ EV71

3 Case study: Sex and relationships education

20. Written evidence from DfE to our inquiry says that “one of the most important aspects of PSHE is sex and relationships education (SRE)”.³¹ SRE is statutory in maintained secondary schools and remains so under the National Curriculum framework for 2014. It is predominantly delivered through PSHE but is also considered as part of the science curriculum, which in the 2014 framework includes “reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth [...]” at Key Stage 3.³²

21. Schools are required to have regard to the Secretary of State’s Sex and Relationship Education Guidance, published in 2000, when delivering SRE. Academies that teach SRE must also have regard for this guidance. Pupils are expected learn about stable relationships as well as the nature of marriage and its importance for family life. The guidance covers a range of topics, including sexual health, puberty and contraception, and emphasises that all SRE should be age-appropriate.³³

22. Ofsted found in its report *Not yet good enough* that most secondary schools cover topics such as puberty, reproduction, sexually transmitted infections, contraception, abortion and pregnancy in PSHE lessons, but there was “less emphasis on sexual consent and the influence of pornography”. The report also stated an over-emphasis on friendships and relationships in primary schools can leave pupils ill-prepared for the physical and emotional changes of puberty.³⁴ In oral evidence, Janet Palmer said that she was concerned about “young people being vulnerable to inappropriate sexual behaviours or sexual exploitation, because they did not know what to expect and did not have the language—

³¹ EV71

³² Department for Education, *National curriculum in England: science programmes of study*, September 2013, via <http://www.gov.uk>

³³ Department for Education, *Sex and Relationship Education Guidance*, July 2000, via <http://www.gov.uk>

³⁴ Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p6

primary pupils and secondary—to explain what was happening to them”.³⁵ The issue of determining what subject matter is “age-appropriate” was also raised. Brook and FPA (formerly Family Planning Association), for example, said that:

In one school with inadequate PSHE education, the pupils received only two hours of sex education in total from Years 1 to 6, delivered by an external speaker in the last week of term in Year 6. This was considerably too late for the pupils who were already experiencing puberty, particularly girls who had begun to menstruate in Years 5 and 6, and it allowed too little time for pupils to consider the issues and ask questions of their teachers.³⁶

23. Sex and relationships education is an area which can impact greatly on the lives of young people and can have a significant effect on their future. The guidance to which schools are expected to have regard is now 13 years old. We believe that the notion of what is “age appropriate” has changed over this time, and that the need for education in and discussion of issues such as pornography, body image and online grooming and abuse is greater now than it was over a decade ago.

24. We recommend that the Government review and update its guidance on sex and relationships education before the new National Curriculum framework comes into force to ensure that it is appropriate for today’s young people. This should be done in partnership with young people and expert organisations.

³⁵ Q35

³⁶ EV52

4 The strategic approach to PSHE education

25. PSHE education is currently a non-statutory subject. The Government’s reason for this is that it provides flexibility across schools that a standardised framework would not provide. In written evidence the DfE explained that the approach ensured “the correct balance between central prescription and providing an environment where teachers have the freedom to provide the rich education young people need and deserve”.³⁷ Within the new National Curriculum framework there is reference to the importance of PSHE:

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.³⁸

Hardip Begol, Director for Assessment, Curriculum and General Qualifications at DfE, told us that this was “a clear signal to schools not simply to carry on with past practice if it is inadequate, but to seek out good practice”.³⁹

26. We chose to explore the impact of the non-statutory approach to PSHE and the extent to which a change in strategic approach could make a difference to young people. The evidence we received suggested that the current approach had led to the de-prioritisation of PSHE within some schools, which focused more on the statutory elements of the curriculum, resulting in disparity in PSHE provision across schools.⁴⁰ Joe Hayman, Chief Executive of the PSHE Association, said:

if you have 10 statutory subjects, which you are held accountable for, and one non-statutory subject, which you are not held accountable for, if you have scarce resources and not much time on the curriculum and you are not getting trained teachers in, that subject could fall off the agenda.⁴¹

³⁷ EV71

³⁸ Department for Education, *The national curriculum in England Framework document*, September 2013, p5

³⁹ Q165

⁴⁰ For example EV53 & EV55

⁴¹ Q37

27. Despite the criticism of the non statutory approach in England, we did hear of some encouraging examples of PSHE provision in some schools. In the APPGC report *Are children and young people getting the opportunities they want?*, Goose Green Primary school in East Dulwich was highlighted as an example of a school that had seen the positive effects of implementing the PSHE Association’s School Charter for PSHE Education. Having been in special measures, the school achieved a “good” Ofsted status and was commended for its rich curriculum, which the school’s head teacher put largely down to the emphasis on PSHE within the school.⁴² Hastings Academy, which has a structured programme of PSHE, had a similar experience, moving from a failing school to one which is now rated as good by Ofsted, although it was unclear from their evidence to what extent they thought PSHE provision had influenced this change. Janet Palmer, Lead Inspector and National Adviser for PSHE at Ofsted, told us about one school she had inspected as part of her investigation into PSHE provision:

I was in one school [...] where I thought the curriculum was outstanding. I went in and said, “I’ve come to inspect PSHE” and they said, “We don’t do it, because it’s everywhere.” I thought that that probably meant it was nowhere, but actually it was everywhere and properly taught. Within other subjects, every teacher had a responsibility, but they were also trained in aspects. The 20 minutes of tutorial time, which was superb—often it is not—were also really well used. There were also discrete subjects and optional courses that children could opt into—for instance, things like first aid courses.⁴³

28. The PSHE Association told us that there was inconsistency in PSHE and life skills provision across the UK, “with the English system the furthest behind in our view”.⁴⁴ This led us to consider approaches taken elsewhere to PSHE education. We heard about the Curriculum for Excellence programme (CfE) in Scotland, which is being implemented by three partner organisations: Education Scotland, the Scottish Qualifications Authority (SQA) and the Scottish Government. It aims to provide a coherent, more flexible and enriched curriculum from ages 3 to 18 and sets out expectations for learning and development in key areas such as expressive arts, languages and literacy, health and

⁴² All Party Parliamentary Group for Children, *Are children and young people getting the opportunities they want?*, June 2013, p18

⁴³ Q40

⁴⁴ EV51

wellbeing, mathematics and numeracy, religious and moral education, sciences, social studies and technologies. A range of experiences and outcomes underpin the learning at a number of levels.⁴⁵

29. Joyce Rochford, Senior Development Officer within the Children and Families Department at Edinburgh City Council, explained that within CfE there was “dedicated time for PSHE for every year group from S1 to S6 [ages 11 to 18]—it is compulsory [...] We also have a framework [...] that we address through all the other subjects, but I think you need dedicated space because you have to deal with some quite difficult issues”.⁴⁶ She also told us that the framework still provides flexibility and “each place will have enough autonomy to create the type of education system that will address the needs of the young people within their area”.⁴⁷ East Dunbartonshire Council similarly commented in their evidence that “there is a large variety in the nature of developments as schools undertake different innovative projects within the parameters of the CfE initiative”.⁴⁸

A need for statutory provision?

30. Some witnesses that we spoke to were predominantly in favour of making PSHE statutory, for a range of reasons. Members of Hyndburn Youth Council said that “there should be a basic recognised level the schools should provide”.⁴⁹ Lisa Nandy, Member of Parliament for Wigan (and then shadow children’s spokesperson), said that making PSHE statutory “gives it a status that it does not otherwise have, and that is the way to make sure that schools give it priority”.⁵⁰ Joe Hayman also gave his reasons as to why he felt PSHE should be statutory:

[...] one: the teacher training [...]; two, the time on the curriculum, which is really important. We don’t want it being just left in tutor time or just having a couple of

⁴⁵ More information on Curriculum for Excellence (CfE) can be accessed via <http://www.educationscotland.gov.uk>

⁴⁶ Q106

⁴⁷ Q88

⁴⁸ EV26

⁴⁹ EV01

⁵⁰ Q123

drop-down days a year. We want proper time for PSHE on the curriculum. The third reason is the amount of attention that Ofsted gives to PSHE.⁵¹

31. Some cautioned, however, that a move to statutory provision would not solve the problems that people believed exist with PSHE education. Hardip Begol told us that in a conversation with the PSHE chartered teacher at Goose Green Primary School, the question of the importance that the local leadership places on PSHE, and the quality of that leadership, was a bigger barrier to good PSHE education than whether it was statutory.⁵² Janet Palmer compared the situation with Citizenship education and told us that “although citizenship is a statutory subject, it faces many of the same issues and problems as PSHE, because it is not a prioritised subject—maybe just because it is a fairly new subject”.⁵³ Lisa Nandy, Member of Parliament for Wigan, while supporting the move to statutory provision, recognised that it alone would not be enough, saying that:

The problem with just saying you make it statutory and then you solve the problem is that you clearly haven’t. The first thing, I think, that is really important, is that it is high quality. We have learned, I think, from the introduction of citizenship education, that where schools really got behind it and wanted to deliver it, it was very high quality, and where schools did not, it wasn’t.⁵⁴

32. Overall we discovered a degree of conflict between the desire for statutory PSHE provision and the desire to retain flexibility in a school. Hardip Begol told us that “a number of witnesses who are very supportive of PSHE being statutory still say that they would want the particular topics and issues covered to be decided locally” and that “everyone keeps saying that they want to empower professionals in schools; but then in the next sentence, they come up with a long list of things that they think are really important that every child should learn”.⁵⁵ To resolve this, Joe Hayman suggested that there should be a statutory entitlement to PSHE education rather than a defined framework, which would allow teachers to respond to local need but make clear that the Government considered it a priority. He explained this:

⁵¹ Q32

⁵² Q166

⁵³ Q43

⁵⁴ Q134

⁵⁵ Q166 and Q197

The key thing is to make a separation between the statutory entitlement that all children should receive a PSHE education—that these issues are so important that every child should receive that education—and the professional responsibility of teachers to engage with their pupils and their communities, to understand exactly what the PSHE curriculum should look like in that school. Those are the two issues that they conflate a little bit.⁵⁶

33. We believe that, by retaining PSHE as a non-statutory element of the school curriculum, the Government has missed an opportunity to reinforce the priority it places on life skills education, particularly when it relies on this programme to deliver important subjects, such as sex and relationships education. By making PSHE education a statutory entitlement in the National Curriculum, with an expectation that schools will incorporate local issues of key importance to their pupil in place, we believe that schools would both re-prioritise PSHE and be able to retain the flexibility they need to meet pupils' needs. While we welcome the reference to PSHE education in the National Curriculum framework for 2014, we remain to be convinced that this delivers the clear signal that is required about the importance of delivering a “curriculum for life”. The Government now needs to back up its statement on PSHE with strong leadership and should champion life skills education alongside more traditional academia.

34. We recommend that the Government publish a long term strategy for the promotion of PSHE education including milestones and targets for the improvement of PSHE education in schools.

35. If, at the next Ofsted inspection, PSHE education is still “not yet good enough”, we recommend that the Government should make PSHE education a statutory entitlement in the national curriculum, and should include an expectation that schools will incorporate local issues of key importance to their pupils.

⁵⁶ Q39

5 Pupil involvement

36. In December 2011 the Government launched the “Positive for Youth” initiative which aimed to give young people the opportunity to “realise their potential through the combined efforts of their families, their local communities and the State” and was based on the idea that “all those working with young people should accept a stake in their futures – and that young people themselves should inform decisions, shape provision and inspect quality”.⁵⁷ Echoing the language of the UN Convention on the Rights of the Child and of the Children Act 1989, particular reference was made to the involvement and consultation of young people:

“Young people have a right to have their views taken in account in all decisions that affect their lives. We must give them a stronger voice and celebrate their positive contribution and achievements”.⁵⁸

37. We wanted to explore the extent to which young people were involved in decisions about the school curriculum, particularly about the life skills that were important to them, and the impact that this had. The importance of doing so was reinforced to us through the various definitions of “life skills” which were suggested to us. These ranged from ‘softer’ skills such as confidence and communication to more practical skills such as cooking and cleaning. The British Heart Foundation, for example, say that “[...] ELS [Emergency Life Support] should be included in the National Curriculum so that all young people in the UK leave school with the knowledge of how to save a life, equipping them with vital skills in their communities”.⁵⁹ Jamie Brett, a member of the Princes Trust, said:

Schools should be teaching life skills, especially employability skills and knowledge surrounding tax, housing, cooking, parenting and money management. These are basic but everyday challenges to which young people often have limited schooling. It’s neglectful to the young people to have huge gaps in knowledge and thus leaving them unprepared for independent living.⁶⁰

⁵⁷ HM Government, *Positive for Youth. Progress since December 2011*, July 2013, p7

⁵⁸ HM Government, *Positive for Youth Executive summary*, February 2012 , p4

⁵⁹ EV10

⁶⁰ EV80

38. The benefit of young people’s involvement was highlighted in written evidence by Democratic Life, a voluntary coalition of organisations aiming to improve Citizenship education, who say that “teachers tell us that when pupils have regular opportunities in their Citizenship lessons to identify issues and topics of concern to them to explore and take action on, they tend to be more engaged and positive about the subject”.⁶¹ We heard some positive examples of pupil involvement in determining the topics that were important to them. Hastings Academy, for example, explained how they involved pupils in PSHE provision:

[...] PSICHE [Personal, Social, Citizenship and Health Education] curriculum is designed in a way to reflect the backgrounds of the students and the ‘pressures’ that they are likely to face as an adolescent in the town. The way that this is informed is via questionnaires rolled out to the students, where they answer honestly about their exposure and knowledge of certain aspects of life. These are compiled in reports which are then used in planning sessions and providing outside support from external speakers, or even intervention for the most vulnerable.⁶²

39. Our evidence suggested that such involvement was not universal across schools, and several young people also commented on the lack of involvement they had in shaping PSHE and Citizenship lessons. Robert Morris from Kirklees Youth Council for example said “we did not have any input into how lessons were run, or what was put into them. It was our form tutors who set our lessons up”.⁶³ A survey of young people by Brook found that “Most young people felt that it was very important that SRE should be tailored to suit the needs of local young people, however they also reported that, in their experience, the education system was predominantly failing to do this”.⁶⁴ Anna Brennan-Craddock, a member of the FPA Youth Advisory Committee, told us that:

Some schools do involve young people, but, broadly, they do not. And if they do, normally it is a reactionary approach to an event at the school that has not been good for the school or one of its pupils. After realising it has neglected that issue, the school might then involve young people, but such a reactionary approach does not necessarily need to occur if young people are involved right from the start.⁶⁵

⁶¹ EV45

⁶² EV21

⁶³ Q73

⁶⁴ EV54

⁶⁵ Q23

40. The failure to tap into young people’s interest and enthusiasm for shaping PSHE was not just limited to schools. The DfE’s 2011 consultation on PSHE education received responses from only five pupils; a response rate that Hardip Begol described as “not sufficient”. He added that the Department would “be much more active about getting the views of young people” in its next consultation.⁶⁶ This does not appear to have been borne out: the DfE’s July 2013 consultation on the final curriculum framework, received responses from only 10 young people. Harry Walker, Policy and Parliamentary Manager at Brook and FPA, told us that it was “kind of worrying that teachers, the Government, head teachers and potentially school governors are not necessarily listening to what young people themselves want”.⁶⁷

41. We heard suggestions as to how pupil involvement could be improved. Liz Moore, Chair of Democratic Life, said “there are excellent schools that involve their young people in teaching some of the sessions—students actually research and deliver some of the teaching” and Anna Brennan-Craddock said a way forward “could be anything from tutor group sessions to having on open conversation about what is affecting young people. It could be an internet survey or something like that, if they want anonymity or confidentiality”.⁶⁸ School student councils were referred to as a good way of engaging pupils, but Janet Palmer expressed her reservations about this approach and said:

Although their student council has been elected, that does not necessarily mean that they are representative. One of the things I am most keen on is to ensure that PSHE education is suited to all children, including those with special educational needs who may need different things, and may need some sort of bespoke teaching as well. They are rarely represented on student councils, so schools need to set up focus groups rather than relying on one group of students who are being consulted on everything.⁶⁹

42. It is disappointing that so few pupils responded to the government consultations on PSHE education and the National Curriculum framework. The amount of evidence

⁶⁶ Q180

⁶⁷ Q15

⁶⁸ Q24

⁶⁹ Q47

received from young people to this inquiry demonstrates that they are willing and eager to be involved. We understand that the Cabinet Office have begun to review whether its principles for consultation with young people are being met and we welcome this.

43. We recommend that work is undertaken with the British Youth Council and other young people's groups to revise the structures in place to capture young people's views in consultations on matters of most direct concern to them. Each Government department should be able to demonstrate that they have proactively consulted young people in consultations that they undertake.

44. We recommend that all Local Authorities establish young people's forums to identify those elements of PSHE education which are important locally. This information should be fed to all schools in their area to support the implementation of their PSHE education programmes.

45. Schools themselves have perhaps the most significant role to play in identifying the issues which are important to their pupils and we believe every school should be working with its young people to shape the school curriculum. There are a number of ways schools can do this, for example through student councils, surveys and focus groups. A combination of different methods might be required to ensure that the views of those with different needs are captured.

46. We recommend that Local Authorities work with local Councillors and local Members of Parliament to share good practice on consulting young people between schools in their area, and encourage the consultation of young people in shaping the school curriculum. We hope that Academies and Free Schools will participate in the sharing of this good practice.

6 Training for PSHE teachers

47. One of the concerns raised in the evidence we received was the lack of specifically trained PSHE and Citizenship teachers and the low level of support given to those who teach these subjects. Many of those we heard from were concerned that few teachers were passionate about PSHE because they had little training in the subject, and often had to teach it in addition to other core curriculum subjects. The most recent Ofsted report on PSHE education found that teaching required improvement in 42% of primary and 38% of secondary schools, and that “Too many teachers lacked expertise in teaching sensitive and controversial issues, which resulted in some topics such as sexuality, mental health and domestic violence being omitted from the curriculum”.⁷⁰ The impact of this was explained in evidence from Democratic Life:

The evidence shows that well trained specialist teachers do deliver outstanding teaching and are able to tackle controversial issues, but teachers who lack expertise find it difficult to cover the range of topics in the Citizenship curriculum. In particular, some teachers find the political literacy aspects of the curriculum intimidating.⁷¹

48. Liz Moore criticised the lack of training for PSHE teachers who said “It would not be allowed for maths, science or history, so why is it allowed for citizenship or for personal, social and health education? The DfE really has to step up on this”.⁷² We examined the funding and support which is available for teachers to be trained in PSHE education. Liz Moore told us about the withdrawal of funding for the continuous professional development of teachers, which she said was disappointing “at a time when we know from Ofsted and the National Foundation for Educational Research that the best way to ensure quality teaching in our schools is to have well-trained specialist teachers teaching the subjects”.⁷³ This was clarified by Hardip Begol who told us that rather than being withdrawn, funding for training had been devolved to schools:

⁷⁰ Ofsted, *Not yet good enough: personal, social, health and economic education in schools*, May 2013, p7

⁷¹ EV45

⁷² Q5

⁷³ Q4

In the economic circumstances we've got, there are choices to make, and some of those are tough choices. Do we take money away from schools, keep it at the Department and run citizenship-education teacher training, or do we leave it to schools to decide what training their teachers need? There may be teachers who are very skilled in citizenship education and do not need any CPD. Taking money away from those schools and keeping it centrally does not seem to be the best approach.⁷⁴

49. Much of the evidence we received focused on the need for strong leadership in a school to place an emphasis on PSHE and life skills education. Janet Palmer told us “It very much depends [...] on whether or not the leaders of the school are themselves convinced of the value of life skills, personal, social and health education, in developing the whole child”.⁷⁵ In her experience, and from her 2013 Ofsted investigation, she said she had found that schools which required improvement in PSHE education overall required improvement in leadership and management:

PSHE was really good where the head teacher saw it as central to the children's achievement in school, central to the school's ethos, and everything emanated from it. Where it had that sort of support from the head teacher and the deputies, it was most often good or outstanding.⁷⁶

50. Some of those who provided evidence to this inquiry cited the importance of passionate teachers as a way of delivering positive PSHE education. Geoff Thompson, Executive Chairman of Youth Charter, a charity that works with young people, said in his evidence that positive provision was “normally as a result of an innovative or inspirational head teacher, year head or teaching professional”.⁷⁷ Matthew Otubu, MYP for Newcastle upon Tyne, told us that “for a person to go into that specialisation, they must be passionate about it. In the same way you will get a passionate history teacher, you will get a teacher who is passionate about personal, social, health and economic education”.⁷⁸ Afsha Munir, a Youth Councillor from Kirklees Youth Council, made similar comments:

If you are passionate about something, it reflects in the way that you are putting that across. That would project on to the students to an extent. If you are teaching a subject that you do not actually have a good understanding of yourself, I do not think

⁷⁴ Q185

⁷⁵ Q29

⁷⁶ Q35

⁷⁷ EV20

⁷⁸ Q55

that that is going to help you put that across to someone else. It definitely helps to be passionate and to have emotion behind what you are teaching.⁷⁹

51. We then explored some of the ways that teachers could be further supported in delivering life skills education. Louisa Young said that:

we have heard from some members that, within their local authority area or city, primary and secondary PSHE teachers have come together for regular network meetings. They have been able to share good practice and gather evidence of what is actually happening in their particular city [...] It was disappointing to hear a member saying that teachers are not often given time to go to those meetings because the focus is so much on league tables and the core subjects.⁸⁰

52. The use of networks and the sharing of good practice are important for teachers to build on their learning. We welcome the Department for Education's continued funding for the PSHE Association to signpost schools to high quality teaching resources. We also note that the Department has asked Ofsted to gather examples of good practice in PSHE education and view this as a positive step towards improving the quality of PSHE education.

53. PSHE teachers should be afforded the same standards of training and support as in any other subject. Hand in hand with the devolution of training funding to schools, sits the responsibility for ensuring that teachers are well trained and have the right skills to deliver for young people. We believe that schools will reap the rewards of well trained PSHE teachers through the development of more rounded pupils.

54. We recommend that Local Authorities monitor the quality of PSHE provision in schools and encourage schools to undertake further training where necessary. Local Authorities should also encourage schools to nominate a named teacher in each school to champion PSHE education and identify training and development requirements. We hope that Academies and Free Schools, where they do not have a PSHE champion, will also take this recommendation into consideration.

⁷⁹ Q77

⁸⁰ Q111

A multi agency approach

55. The DfE, in its guidance on PSHE education, published in September 2013, says that schools should draw on “good practice and advice from professional organisations” and should “use reputable professional organisations that will facilitate a broad and balanced approach”.⁸¹ Ofsted’s 2013 investigation into PSHE education found that in 80% of primary and secondary schools, outside speakers made a valuable contribution by bringing a wide range of expertise and life experiences to the PSHE education programme. Many of those that we heard from supported the wider involvement of businesses and other organisations in delivering PSHE and Citizenship education. Liz Moore suggested that more could be done to work with outside organisations, who would have specialist knowledge in elements of PSHE education:

Some of the best learning happens when a school is working with perhaps their local politician or councillor, and engaging students in real issues of concern to them and bringing in that kind of broader community-based experience. I think those kinds of partnerships are absolutely essential to good-quality citizenship education [...] it would be lovely if employers knew about citizenship and PSHE education, and understood what it is.⁸²

56. While there was general support for involving outside organisations in a pupil’s education, some warned against the dangers of doing so. Matthew Otubu said that “We have had comments from teacher respondents and pupil respondents who have said that an outside agency may be experts in their field, but they are not experts at education”.⁸³ Harry Walker suggested that “it is worth considering some of the vested interests of companies that obviously have a financial motivation in terms of how they provide training and resources outside of schools. [...] That is not to say that the product is bad, but it is important to acknowledge that”.⁸⁴ A possible solution to this danger was suggested by Tracey Bleakley, Chief Executive Officer of the Personal Finance Education Group. She explained to us the idea of “kite marking”, which is an independent quality assurance “to

⁸¹ Department for Education, *Guidance on Personal, Social, Health and Economic (PSHE) education*, September 2013, via <http://www.gov.uk>

⁸² Q9

⁸³ Q65

⁸⁴ Q19

make sure that a teacher is in control in the classroom , that no branding ever goes to a young person and that the materials link with the curriculum frameworks”.⁸⁵

57. Programmes of PSHE and life skills education should be a partnership that is inclusive of parents and carers, local authorities, businesses and other organisations. We would like to see an increase in businesses, community organisations and local role models supporting the delivery of life skills education in schools. In doing so however, schools must ensure they are using reputable people and organisations.

58. We recommend that the Department for Education assess the viability of implementing a “kite-mark” style scheme, to provide independent quality assurance for organisations and individuals who participate in PSHE education in schools.

⁸⁵ Q160

7 Conclusion

59. In our inquiry we found almost complete agreement to the proposition that education in life skills is a key component in producing well-rounded, effective and active citizens.

60. Effective education in life skills requires many different inputs. First, it needs to be up-to-date and relevant to the world in which young people are growing up. For example, sex and relationship education needs to be reviewed to ensure that it is dealing effectively with the problems young people are confronting in the internet age. Second, it needs a strategic commitment from the Government to maintaining and improving the spread and quality of PSHE education. This might, if shown to be necessary, include making it a statutory entitlement, although any such statutory provision should be designed to encourage, rather than repress, local creativity. Third, effective education in life skills will only be achieved if young people are closely engaged in the design and delivery of the curriculum. Statistics strongly suggest that the DfE is failing to engage young people in the design of the curriculum. Measures should be put in place to make sure effective consultation happens, and that the views of young people are heard. Finally, education in life skills will only be as good as it should be if Headteachers and other local leaders are fully committed to it and if the teachers who deliver it are committed and well-trained. The resources of those outside the teaching profession should also be used to full effect in delivering an imaginative, engaged, inspiring and excellent curriculum of training in the skills which every child needs to equip him or her self for adult life.

Conclusions and recommendations

Are young people well equipped for life?

1. Schools play a critical role in supporting young people to develop the skills and knowledge that will help them in later life, such as personal finance, cultural awareness, sustainability and an understanding about sex and relationships. Their role is more than one of reinforcing knowledge learned elsewhere, because for some young people their school may be the only place they have to learn about these kinds of issues. (Paragraph 12)
2. Recent reviews of life skills education programmes in schools including Personal, Social, Health and Economic (PSHE) education, coupled with the evidence we received as part of this inquiry, paint a worrying picture. As a whole, life skills education in schools falls well short of its full potential, and specific programmes such as PSHE are not receiving the priority attention that young people and those involved in education tell us is needed. There is much more to be done by the Government, Local Authorities and schools to deliver a “curriculum for life”. (Paragraph 19)

Sex and relationships education

3. Sex and relationships education is an area which can impact greatly on the lives of young people and can have a significant effect on their future. The guidance to which schools are expected to have regard is now 13 years old. We believe that the notion of what is “age appropriate” has changed over this time, and that the need for education in and discussion of issues such as pornography, body image and online grooming and abuse is greater now than it was over a decade ago. (Paragraph 23)
4. We recommend that the Government review and update its guidance on sex and relationships education before the new National Curriculum framework comes into force to ensure that it is appropriate for today’s young people. This should be done in partnership with young people and expert organisations. (Paragraph 24)

A need for statutory provision?

5. We believe that, by retaining PSHE as a non-statutory element of the school curriculum, the Government has missed an opportunity to reinforce the priority it places on life skills education, particularly when it relies on this programme to deliver important subjects, such as sex and relationships education. By making PSHE education a statutory entitlement in the National Curriculum, with an expectation that schools will incorporate local issues of key importance to their pupil in place, we believe that schools would both re-prioritise PSHE and be able to retain the flexibility they need to meet pupils’ needs. While we welcome the reference to PSHE education in the National Curriculum framework for 2014, we remain to be convinced that this delivers the clear signal that is required about the importance of delivering a “curriculum for life”. The Government now needs to back up its statement on PSHE

with strong leadership and should champion life skills education alongside more traditional academia. (Paragraph 33)

6. We recommend that the Government publish a long term strategy for the promotion of PSHE education including milestones and targets for the improvement of PSHE education in schools. (Paragraph 34)
7. If, at the next Ofsted inspection, PSHE education is still “not yet good enough”, we recommend that the Government should make PSHE education a statutory entitlement in the national curriculum, and should include an expectation that schools will incorporate local issues of key importance to their pupils. (Paragraph 35)

Pupil involvement

8. It is disappointing that so few pupils responded to the government consultations on PSHE education and the National Curriculum framework. The amount of evidence received from young people to this inquiry demonstrates that they are willing and eager to be involved. We understand that the Cabinet Office have begun to review whether its principles for consultation with young people are being met and we welcome this. (Paragraph 42)
9. We recommend that work is undertaken with the British Youth Council and other young people’s groups to revise the structures in place to capture young people’s views in consultations on matters of most direct concern to them. Each Government department should be able to demonstrate that they have proactively consulted young people in consultations that they undertake. (Paragraph 43)
10. We recommend that all Local Authorities establish young people’s forums to identify those elements of PSHE education which are important locally. This information should be fed to all schools in their area to support the implementation of their PSHE education programmes. (Paragraph 44)
11. Schools themselves have perhaps the most significant role to play in identifying the issues which are important to their pupils and we believe every school should be working with its young people to shape the school curriculum. There are a number of ways schools can do this, for example through student councils, surveys and focus groups. A combination of different methods might be required to ensure that the views of those with different needs are captured. (Paragraph 45)
12. We recommend that Local Authorities work with local Councillors and local Members of Parliament to share good practice on consulting young people between schools in their area, and encourage the consultation of young people in shaping the school curriculum. We hope that Academies and Free Schools will participate in the sharing of this good practice. (Paragraph 46)

Training for PSHE teachers

13. The use of networks and the sharing of good practice are important for teachers to build on their learning. We welcome the Department for Education’s continued

funding for the PSHE Association to signpost schools to high quality teaching resources. We also note that the Department has asked Ofsted to gather examples of good practice in PSHE education and view this as a positive step towards improving the quality of PSHE education. (Paragraph 52)

14. PSHE teachers should be afforded the same standards of training and support as in any other subject. Hand in hand with the devolution of training funding to schools, sits the responsibility for ensuring that teachers are well trained and have the right skills to deliver for young people. We believe that schools will reap the rewards of well trained PSHE teachers through the development of more rounded pupils. (Paragraph 53)
15. We recommend that Local Authorities monitor the quality of PSHE provision in schools and encourage schools to undertake further training where necessary. Local Authorities should also encourage schools to nominate a named teacher in each school to champion PSHE education and identify training and development requirements. We hope that Academies and Free Schools, where they do not have a PSHE champion, will also take this recommendation into consideration. (Paragraph 54)

A multi agency approach

16. Programmes of PSHE and life skills education should be a partnership that is inclusive of parents and carers, local authorities, businesses and other organisations. We would like to see an increase in businesses, community organisations and local role models supporting the delivery of life skills education in schools. In doing so however, schools must ensure they are using reputable people and organisations. (Paragraph 57)
17. We recommend that the Department for Education assess the viability of implementing a “kite-mark” style scheme, to provide independent quality assurance for organisations and individuals who participate in PSHE education in schools. (Paragraph 58)

Evidence

Written evidence, available on the British Youth Council website

EV01	Hyndburn Youth Council
EV02	Caroline Picking
EV03	Laurence Findlay, The Moray Council
EV04	Mr Matt Dunn
EV05	Paul O'Neill
EV06	ASDAN
EV07	John Wadsworth
EV08	Personal Development Point
EV09	Connor Hill
EV10	The British Heart Foundation
EV11	Mrs Cathy Tibbles
EV12	Medway Youth Council
EV13	The Philosophy Foundation
EV14	National Aids Trust
EV15	Dawn Primarolo MP
EV16	Association of Teachers and Lecturers
EV17	Dr Andrew Mycock
EV18	The Found Generation
EV19	LearnDirect
EV20	Youth Charter
EV21	Hastings Academy
EV22	Angus Council
EV23	Voices in Action - Derby
EV24	South Ayrshire Council
EV25	Northern Ireland Assembly Committee for Education
EV26	East Dunbartonshire Council
EV27	Leeds UK Youth Parliament representatives
EV28	CBI
EV29	Wigan Youth Cabinet, Youth Voice and Youth Parliament
EV30	Daniel Hadfield
EV31	Falkirk Council
EV32	Bucks County Council Children and Young People Service
EV33	City of Edinburgh Council
EV34	vInspired
EV35	Christine Pollock, Exec Director for Learning and Leisure Services, North Lanarkshire Council
EV36	Argyl and Bute Council Education Service
EV37	Jack McCann
EV38	Comhairle nan eilean siar Education and Children's Services
EV39	Trafford Youth Cabinet
EV40	West Dunbartonshire Council
EV41	Association of School and College Leaders
EV42	Nathan Howarth MYP
EV43	Staffordshire Youth Action Council (YAK)
EV44	Girls' Day School Trust
EV45	Democratic Life
EV46	Scouts Association
EV47	Newlife Foundation
EV48	English Outdoor Council
EV49	Children and Young People's Mental Health Coalition
EV50	Credit Action
EV51	PSHE Association
EV52	Brook and FPA
EV53	FPA Youth Advisory Committee
EV54	Brook Young people's response
EV55	Pfeg
EV56	Future First
EV57	Voice the Union
EV58	Matthew Smeeth
EV59	UK Youth Climate Change Coalition

EV60	FSB Education and Skills Policy Committee
EV61	UnLtd
EV62	British Red Cross
EV63	Fife Council Education and Learning directorate
EV64	Kirklees Youth Council
EV65	North Ayreshire Education and Skills
EV66	MyBnk
EV67	East Renfrewshire Council
EV68	Aberdeenshire Youth Council
EV69	Stirling and Clackmannanshire Education Service
EV70	UK Youth Parliament Newcastle upon Tyne
EV71	Department for Education
EV72	OFSTED
EV73	Nigel Botterill
EV74	Thomas Edwards
EV75	Adam Rolfe
EV76	Jenny Hunt
EV77	Carnegie UK Trust
EV78	Institute for outdoor learning
EV79	NE Lincolnshire young People's Support Service
EV80	Prince's Trust
EV81	Stephen Twigg MP

Oral evidence on Friday 28 June 2013

Anna Brennan-Craddock	FPA Youth Advisory Committee
Jamie Brett	Young Ambassador, The Prince's Trust
Amanda Crisford	Partnership Manager, Hastings Academy
Joe Hayman	Chief Executive Officer, PSHE Association
Liz Moore	Chair, Democratic Life
Robert Morris	Kirklees Youth Council
Afsha Munir	Kirklees Youth Council
Matthew Otubu	Member of Youth Parliament for Newcastle upon Tyne
Janet Palmer	HMI, National Lead for Personal, Social, Health and Economic Education, Ofsted
Joyce Rochford	Senior Development Officer, Children and Families Department, Edinburgh City Council
Naomi Sheppard	Participation Lead, Brook
Andrew Taggart	Director, The Found Generation
Louisa Thomson	Education Policy Adviser, Association of Teachers and Lecturers
Harry Walker	Policy and Parliamentary Manager, Brook and FPA
Jody Williams	Young volunteer, Brook

Oral evidence on Friday 5 July 2013

Hardip Begol	Director, Assessment, Curriculum and General Qualifications, Department for Education
Tracey Bleakley	Chief Executive Officer, Personal Finance Education Group
Grace Breen	Policy Adviser, Education and Skills, Confederation of British Industry,
Sharon Hodgson MP	Member of Parliament for Washington and Sunderland West (previously Shadow Minister for Children and Families)
Lisa Nandy MP	Member of Parliament for Wigan and Shadow Cabinet Office Minister (previously Shadow Children's Minister)
Geoff Thompson MBE	Executive Chairman, Youth Charter
Rob Wall	Head of Education and Employment, Confederation of British Industry

Transcripts from oral evidence are available on the British Youth Council's website.

About the Youth Select Committee

The Youth Select Committee (YSC) is a British Youth Council (BYC) initiative (as part of their Youth Voice Programme), supported by the House of Commons, which enables young people to scrutinise and hold inquires into issues that they care about in order to influence policy and legislation. The Committee mirrors the UK Parliament Select Committee structure and consists of eleven members aged 15 to 18 and include two Members of the Youth Parliament (MYPs), two Youth Councillors, a Young Mayor, one elected representative from each of the devolved nations and three reserved seats for groups who may be otherwise under-represented. Applicants were interviewed by young people who were members of the pilot YSC and appointed by BYC in March 2013.

The first Youth Select Committee was launched as a pilot initiative by the BYC in April 2012, and focussed on safe, affordable and accessible transport for young people, publishing their report and recommendations in November 2012.

About this inquiry

The terms of reference for the 2013 Youth Select Committee were: To inquire into issues and concerns around the role of the education system and the national curriculum in equipping young people with the skills for later life, and to make recommendations to Government and stakeholders to address them.

The inquiry focussed on the support currently available in schools to develop young people's 'life skills' such as personal finance, political education and cultural awareness.

The Youth Select Committee took written evidence between 24th April 2013 and 8th June 2013, and sought views on the following issues:

- The responsibility of the education system to equip young people with 'life skills' such as political education, personal finance and cultural awareness.
- The current state of 'life skills' provision in schools.
- The support currently available for teachers to deliver lessons and programmes on life skills.
- Whether the school education system gets the balance right between academia and 'life skills'.
- Whether the teaching of 'life skills' should lie within core subjects or as a separate part of the curriculum?
- How much involvement young people have in shaping the Personal, social, health and economic (PSHE) and citizenship curriculum.
- How PSHE and citizenship teaching is implemented differently in schools.
- What the UK government can learn from others about the teaching of "life skills" to young people.

The YSC held its oral evidence sessions on 28 June and 5 July 2013 in the same committee rooms used by Parliamentary Select Committees in Westminster. The inquiry was recorded in Hansard and broadcast on BBC Democracy Live.

Further information

For more information about the Youth Select Committee visit www.byc.org.uk/uk-work/youth-select-committee, or email bycyouthselect@parliament.uk.

About the British Youth Council

The British Youth Council is the National Youth Council of the UK. A youth-led charity, we empower young people aged 25 and under to influence and inform the decisions that affect their lives. We support young people to get involved in their communities and democracy locally, nationally and internationally, making a difference as volunteers, campaigners, decision-makers and leaders.

We are young people - and our charity aims to help other young people, whatever their background or barriers they face, to make the world a better place for us all.

Serving our membership

BYC is made up of more than 230 member organisations who support our common vision for young people. Members elect our Board, determine our policies and prioritise our campaigns. They also act as the link between BYC and millions of individuals within the membership of our members.

www.byc.org.uk/members

Youth-led networks

BYC runs a number of youth-led networks and programmes – including the **UK Youth Parliament, Young Mayor Network, Local Youth Council Network, National Scrutiny Group** and **Youth Select Committee** - which encourage young people to get involved in democracy and campaign to bring about change.

www.byc.org.uk/uk-work

Campaigning and consulting

BYC seeks to represent the views of young people and our members to stakeholders and decision makers at a local, national and international level. This work is based on the rolling BYC Manifesto which outlines our beliefs and aspirations.

www.byc.org.uk/campaigns

Training and recognition

Our training programmes empower young people with the skills, knowledge and confidence to bring about change. We also recognise young people who have made a significant contribution to their community through our high-profile award schemes.

www.byc.org.uk/training-services

International work

Through our international youth participation young people learn about global issues and connect and share with other young people around the world. They are able to take part in discussions and influence decisions made at an international level.

www.byc.org.uk/international

Further information

For more information about the British Youth Council visit www.byc.org.uk, email mail@byc.org.uk, or call 0845 458 1489.



