

Response ID ANON-XAJH-N4TH-9

Submitted to **Changes to the teaching of Sex & Relationship Education and PSHE**
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Changes to the teaching of Sex & Relationship Education and PSHE

What is your name?

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For this call for evidence, we are collecting information about schools in England only. Please tick this box to confirm you are responding to the following questions based on your experiences and/or knowledge of schools in England only

I confirm that I am responding to the following questions based on my experiences and/or knowledge of schools in England only:

Yes

To help us direct you to the correct sections of this Call for Evidence, please can you say whether you are completing this as a young person (aged 19 or under) or as an adult respondent.

Select the category which best describes you:

Adult

Introduction

Relationships and Sex Education

Thinking about relationships education in primary schools, what do you believe are the three most important subject areas that should be taught for different age groups/key stages and why. Please include any considerations or evidence which informed your choices.

Relationships in primary schools - what are the 3 most important areas:

Thinking about relationships and sex education in secondary schools, what do you believe are the three most important subject areas that should be taught for different age groups/key stages and why. Please include any considerations or evidence which informed your choices.

Relationships and sex education in secondary schools - what are the three most important subject areas:

We are particularly interested in understanding stakeholder views on Relationships Education and RSE which are specific to the digital context. Are there important aspects of ensuring safe online relationships that would not otherwise be covered in wider Relationships Education and Relationships and Sex Education, or as part of the computing curriculum?

Are there important aspects of ensuring safe online relationships that would not otherwise be covered in wider Relationships Education and Relationships and Sex Education:

We are also interested in understanding more about how schools communicate with parents on Relationships Education and RSE and are able to make informed decisions that best meet the needs of their children. This includes a right to withdraw their child from sex education within the RSE subject but not from sex education in the national curriculum for science. How should schools effectively consult parents so they can make informed decisions that meet the needs of their child, including on the right to withdraw? For example, how often, on what issues and by what means?

How should schools effectively consult parents so they can make informed decisions:

Personal, Social, Health and Economic education (PSHE)

Thinking about PSHE in primary schools, what do you believe are the three most important subject areas that should be taught and why? Please include your reasons for choosing each subject area or evidence to support your suggestions.

What do you believe are the three most important subject areas that should be taught and why:

Our view is personal finance is one of the most important elements of PSHE in primary schools.

There is widespread support with a 2016 TES survey finding 66% of teachers believing it should begin in primary school, with 63% stating that it would be helpful

for students to arrive in Year 7 with some understanding of financial matters. A 2018 MyBnk study of parents of children aged 5-11 found 94% believed being able to avoid unmanageable debt in the future was important to their child's wellbeing, with 72% stating this was very important. Crucially, many key financial habits are formed by the age of seven, according to an in-depth study by the Money Advice Service.

Gaining confidence talking about how money is used is positive in itself. A decision shared is almost always a better decision. Our experience is positive money habits, such as smart spending and savvy saving, can be built. Financial education gives relevant, tangible context to financial mathematics. Teaching money helps social mobility - a 2017 evidence review by Pro Bono Economics found 'very strong evidence' that disadvantaged pupils enjoyed greatest benefits to academic performance.

Using money in their future will not be a choice. Financial education in primary PSHE complements the building of financial capability for students as they transition to secondary. A statutory requirement for primary schools to teach students about money within PSHE is an opportunity to start a financial education journey for young people.

Thinking about PSHE in secondary schools, what do you believe are the three most important subject areas that should be taught and why? Please also include your reasons for choosing each subject area or evidence to support your suggestions.

Thinking about PSHE in secondary schools, what do you believe are the three most important subject areas that should be taught and why?:
MyBnk believes personal finance is one of the most important elements of PSHE.

Our experience is that PSHE teachers generally have responsibility for financial education in schools. Mandatory PSHE will give the space in the curriculum to address attitudes, habits and behaviours toward money complementary to the context within mathematics and perspective to Citizenship (which focuses on public finance). The unsatisfactory, piecemeal and inconsistent approach applied to LEA-maintained, academies, free and independent schools can be standardised.

Teachers tell us that our money lessons in PSHE have acted as gateways to grasping other subjects such as Business Studies and Economics, with 95% believing that financial education is important, according to a 2016 study by the All Party Parliamentary Group on Financial Education for Young People. Parents too are supportive with a 2018 MyBnk study of parents of children under 18 found 92% agreeing that money skills should remain in the national curriculum. 'Personal Finance' and 'Careers and the Workplace' were two of the top three PSHE topics parents wanted more time spent on in the classroom. Most importantly, students want to be better prepared to survive in the world according to a 2016 TES survey of 11-16 year olds to find out what were the non-academic experiences they most wanted to have before leaving secondary school. The experiences they named included learning how to save money; learning about mortgages and rent; and learning what to do when you are in debt.

How much flexibility do you think schools should have to meet the needs of individual pupils and to reflect the diversity of local communities and wider society in the content of PSHE lessons in schools?

How much flexibility do you think schools should have to meet the needs of individual pupils and to reflect the diversity of local communities and wider society in the content of PSHE lessons in schools:

MyBnk believes schools should be free to meet the requirements of PSHE lessons, as set out by national curriculum and rated by Ofsted, as they see fit.

However, the curriculum, is just a guideline, and teachers clearly need support to ensure effective outcomes.

A 2018 survey by the National Education Union found 71% of PSHE lessons were rarely, sometimes or never taught by an appropriately trained teacher and that 91% felt that government should provide additional funding for extra resources. The Centre for Social Justice's 2014 Restoring the Balance report strongly recommended expert-led provision of financial education in schools. An Education Select Committee inquiry into PSHE in schools in 2013 found that there was much room for improvement of the level of finance education provided as part of PSHE.

Personal finance, like other topics within PSHE, needs to have an independent arbiter of quality so teachers can ensure they can maximise effectiveness in a tight timetable.

To help us direct you to the correct sections of this Call for Evidence, please select the category from the drop down menu which best describes you.

Please select the category from the drop down menu which best describes you:

Other educational professional

Teacher / Headteachers / Governor / Other educational professional demographic information

Please give your school name

School Name :

MyBnk

Please give your school URN

School URN :

School Type (if applicable)

School type:

School Stage (if applicable)

School stage:

Location (if applicable)

Local authority list:

Camden

Confidentiality

If you want all, or any part, of a response to be treated as confidential, please explain why you consider it to be confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained.

Explanation of confidentiality: