

**CHRISTIAN CONCERN FOR OUR  
NATION & THE CHRISTIAN LEGAL  
CENTRE RESPONSE TO THE  
CURRICULUM REFORM  
CONSULTATION (PERSONAL, SOCIAL,  
HEALTH AND ECONOMIC EDUCATION  
QUESTIONNAIRE)  
JULY 2009**



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# Curriculum reform consultation

30 April – 24 July 2009

## Personal, Social, Health and Economic Education questionnaire

**Thank you for your participation.**

When you have completed this survey, please email it to [info@qca.org.uk](mailto:info@qca.org.uk), or post to:  
**Simon Watmough, Ipsos MORI House, 79-81 Borough Road, London, SE1 1FY.**

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families



## Thank you for your interest in participating in the curriculum reform consultation.

We will now ask you for some contact information and personal data (ethnicity, disability, belief etc) to meet our legal requirement to monitor equalities.

We may use the information collected here to contact you:

- with further questions about the consultation
- if we need to clarify your responses
- to tell you about the findings of the consultation
- about similar consultation exercises in the future, and
- to give you information about other QCA activities such as conferences.

We will also use this information to check that the consultation is representative.

**This information will be kept strictly confidential.** The analysis of responses will be carried out by an external organisation. This organisation must comply with the Data Protection Act in its handling of personal data and will only process personal data on instructions from QCA.

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families

### Your name and contact details:

First name: Andrea	Last name: Minichiello Williams
Email address: andrea.williams@ccfon.org	
Postal address: P.O. Box 655, Haywards Heath, West Sussex	
Postcode: RH16 9AT	
Phone no: Daytime 020 7467 5427	
Phone no: Mobile 07712 591164	

### Who you represent:

**In which capacity are you responding to this consultation?** Please tick one box only:

Learner	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Local authority representative	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	Member of the wider education community	<input type="checkbox"/>
Member of the wider school workforce	<input type="checkbox"/>		<input type="checkbox"/>
Other: Organisation—see below.			<input checked="" type="checkbox"/>

### If you are a teacher or headteacher, governor or member of the wider school workforce, what is the name and postcode of your school?

School	Postcode
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**If you are a local authority representative, what is the name of your local authority?**

Local Authority	
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**Are you responding to this consultation as an individual or as an organisation?** Please tick one box only:

As an individual	<input type="checkbox"/>	As an organisation	<input checked="" type="checkbox"/>	If an organisation, approximately how many people are in the organisation?	
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**If you are responding on behalf of an organisation, what is the name of your organisation?**

Christian Concern for our Nation (CCFON) is a policy and legal resource centre that identifies changes in policy and law that may affect the Judeo-Christian heritage of this nation. The team of lawyers and advisers at CCFON conduct research into, and campaign on, legislation and policy changes that may affect Christian Freedoms or the moral values of the UK. CCFON serves a mailing list of 25,000 supporters. <http://www.ccfon.org>

CCFON is linked to a sister and separate organisation, the Christian Legal Centre, which takes up cases affecting Christian freedoms. <http://www.christianlegalcentre.com>

**Equality monitoring:**

**What is your gender?** Please tick one box only:

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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**What is your ethnic origin?** Please tick one box only:

White		Asian/Asian British	
White British	<input type="checkbox"/>	Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
Any other White background, write in	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
		Chinese	<input type="checkbox"/>
		Any other Asian background, write in	<input type="checkbox"/>
Mixed/multiple ethnic groups			
White and Black Caribbean	<input type="checkbox"/>		
White and Black African	<input type="checkbox"/>	Black/Black British	
White and Asian	<input type="checkbox"/>	African	<input type="checkbox"/>
Any other Mixed background, write in	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>
		Any other Black background, write in	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>		

<b>Other ethnic group</b>	
Any other ethnic group, write in	

**Do you have a disability or longstanding illness?** Please tick one box only:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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**What is your religion?** Please tick one box only:

No religion	<input type="checkbox"/>	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input checked="" type="checkbox"/>	
Buddhist	<input type="checkbox"/>	
Hindu	<input type="checkbox"/>	
Jewish	<input type="checkbox"/>	
Muslim	<input type="checkbox"/>	
Sikh	<input type="checkbox"/>	
Any other religion	<input type="checkbox"/>	Write in <input type="text"/>

Prefer not to say	<input type="checkbox"/>
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**What is your sexual orientation?** Please tick one box only:

Bisexual	<input type="checkbox"/>	Lesbian/Gay woman	<input type="checkbox"/>
Homosexual/Gay man	<input type="checkbox"/>	Heterosexual/straight	<input type="checkbox"/>

Prefer not to say	<input type="checkbox"/>
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# Proposals to change Personal, Social, Health and Economic education

This consultation, offers all those involved in education, including teachers, governors, parents, employers and young people the opportunity to comment on the proposed changes to Personal, Social, Health and Economic (PSHE) education. The feedback you provide will be used by the government to inform final decisions about PSHE education.

The survey is 10 questions long, across two sections, and could take up to 20 minutes to complete, depending on how detailed your responses are.

When considering your response to each question please try and think about all learners including those with special educational needs, disabled learners, the gifted and talented, children from minority ethnic groups and those with English as an additional language.

Before starting the questionnaire you may find it useful read the independent report on PSHE education by Sir Alasdair Macdonald, the Secretary of State's response, the key stage 3 and 4 programmes of study for PSHE and the proposed primary area of learning called *understanding physical development, health and wellbeing*. These documents are available at [www.qca.org.uk/curriculumconsultation](http://www.qca.org.uk/curriculumconsultation), or can be obtained by calling the QCA Enquiry line on 020 7509 5556 or by emailing [info@qca.org.uk](mailto:info@qca.org.uk).

If you have any queries about this consultation, or the questionnaire, please email [info@qca.org.uk](mailto:info@qca.org.uk) or call QCA's Enquiry line on 020 7509 5556.

Your personal information, and the data collected in this survey, will be treated in the strictest confidence.

## Thank you for your participation.

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## Section 1: The status of Personal, Social, Health and Economic (PSHE) education

### PSHE education should become a statutory part of the National Curriculum

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	X
Not sure	

### Parents, carers and guardians should be allowed to maintain the right to withdraw their children from the sex and relationships education element of PSHE education

Please tick one box only:

Strongly agree	X
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	

### A school's governing body should retain the duty to prepare, in consultation with parents, and publish its policy on sex and relationships education

Please tick one box only:

Strongly agree	X
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	

### A school's governing body should consult pupils, at secondary level, when developing its sex and relationships education policy

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	X

Not sure	
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**Personal, Social, Health and Economic education is the best title for this subject at secondary level**

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	X

If disagree, please suggest an alternative title
The content of the Education is what we must endeavour to get right. The title is less important than the content.

**PSHE education should be excluded from having any attainment targets**

Please tick one box only:

Strongly agree	X
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

Mandatory PSHE is wrong in principle; in our view PSHE should be optional and non-statutory. Such proposals, and the premise of these questions, grossly misunderstand the proper place and role of Government in the education of children. It is the fundamental right of parents to control the moral upbringing and education of their children. To be sure, parents, if they choose to do so, may delegate such authority to Government—but this choice is the parents’ decision in the best interests of their child. Schedule 1, Part II, Protocol 1, Article 2 of the Human Rights Act 1998 states that: “the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions”.

As parents in a free nation should make educational choices concerning their children, each parent should choose whether or not they wish to delegate to the Government the task of teaching their children about sex and relationships. Any statutory or non-statutory programme, should therefore include opt-out options for families who choose not to participate. Please see our response to a consultation on this issue:  
[http://www.ccfon.org/docs/FINAL\\_Independent\\_Review\\_of\\_PSHE\\_call\\_for\\_evidence.pdf](http://www.ccfon.org/docs/FINAL_Independent_Review_of_PSHE_call_for_evidence.pdf).

## Section 2: PSHE education at key stage 3 and 4

### The programme of study for personal wellbeing at key stage 3 meets the needs of all learners

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	X
Not sure	

### The programme of study for personal wellbeing at key stage 4 meets the needs of all learners

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	X
Not sure	

### The programme of study for economic wellbeing and financial capability at key stage 3 meets the needs of all learners

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	X

### The programme of study for economic wellbeing and financial capability at key stage 4 meets the needs of all learners

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	X

## If you would like, please give reasons for your responses given above

<http://publications.dcsf.gov.uk/eOrderingDownload/DfES-0116-2000%20SRE.pdf> (please limit your answer to around 200 words)

A national PSHE programme (without opt-out options) displaces parental expertise and prerogative with government decision-making in this important area of human development.

Currently there is a parental right to opt out of Sex and Relationship Education (SRE) excluding the national biology curriculum. We strongly object to a statutory PSHE curriculum. There will be a need for an opt-out not only for SRE, but also for any curriculum that promotes same-sex partnerships. This is different from telling children in a neutral way that same-sex relationships exist. The current guidance for schools on SRE states that “It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity—this would be inappropriate teaching.” (See the Department for Education and Employment’s *Sex and Relationship Education Guidance* point 9 at: <http://publications.dcsf.gov.uk/eOrderingDownload/DfES-0116-2000%20SRE.pdf>). These principles should be maintained. The opt-out from SRE should be available to the parents of children in every school. Children of Christian parents need to have the same degree of parental choice as those whose children attend faith schools, so that the sex education of all children is in accordance with their parents’ beliefs.

## Thank you for your participation

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