



# Curriculum Matters

CEG • PSHEE • CITIZENSHIP

SUMMER 2009

### For distribution to:

- Head Teachers/Principals
- Careers/PSHEE/Citizenship Co-ordinators
- Governing Body Members
- Senior Management Team
- SENCOs
- Post-16 Co-ordinators
- Personal Advisers
- Partner Professionals

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This newsletter contains information which may be of interest to a number of colleagues. Please place a copy in a prominent position on your noticeboard!

## National Careers Education, Information, Advice and Guidance Developments

DCSF is working on a number of documents in relation to CEIAG. There is currently (until 30 July) a consultation out on the Principles for Careers Education - go to:

[www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1616&external=no&menu=1](http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1616&external=no&menu=1).

The 8 principles identified are **Raise aspirations; Encourage young people to make use of independent, external sources of help; Be comprehensive; Challenge stereotypes; Help young people to progress; Be responsive to the needs of the individual learner; Be integrated into all parts of the school's curriculum; and Empower young people.** What do you think of these as principles for your work?

DCSF intends to issue, alongside the 'core' statutory guidance, more detailed supplementary guidance that will help schools to implement it. The supplementary guidance will include:

- guidance on effective practice that schools can use to inform their planning;
- classroom resources that provide schools with up to date materials to help teachers provide the 'Key Information' on 14-19 pathways defined by the statutory guidance;
- information and support to help careers co-ordinators/leaders develop curricula that meet the requirements of the statutory guidance
- materials and advice to help schools evaluate the quality of their provision and to inform the completion of the School Evaluation Form. These will place particular emphasis on the views of pupils and their parents/carers.

The IAG Strategy itself will appear shortly - 6 July is the latest suggested date. This will probably be a presentation of current policy and recommended good practice - it is expected to describe the characteristics of a good IAG school, set out an IAG Guarantee for young people and outline the 'IAG journey' from Year 7 through to Year 13.

### School Leaders and IAG

DCSF believes it is effective practice to assign responsibility for securing high quality impartial IAG provision to a member of the senior management team within the school. Statutory guidance linked to the requirement in the Education and Skills Act on schools to deliver impartial careers education will emphasise the importance of senior leadership of IAG.

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## National Careers Education, Information, Advice & Guidance Developments

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The National College for School Leaders (NCSL) has identified IAG advocates amongst school leaders and is working through them to identify and disseminate examples of effective practice. Case studies on effective IAG practice produced for school leaders will be published shortly, and there will be an NCSL conference on the topic in July.

### Ofsted

DCSF are discussing with Ofsted how best to ensure that the inspection process focuses effectively on advice and support for young people. A revised draft inspection framework and supporting guidance will be issued in the near future.

## Personal Social Health & Economic education to be compulsory

Accepting the findings of an independent review led by Sir Alasdair Macdonald, Ed Balls has confirmed his intention to make Personal Social Health and Economic (PSHE) education a compulsory part of the curriculum at both primary and secondary school.

In a written ministerial statement to Parliament, he said he would legislate to put the recommendations into effect - subject to a formal consultation which started on 30 April, alongside the wider consultation on Sir Jim Rose's review of the primary curriculum. The expectation is for PSHE to become compulsory from September 2011.

Among Sir Alasdair's recommendations are the following:

- at secondary level the existing non-statutory programmes of study should become compulsory;
- that DCSF should seek the opinions of stakeholders and the wider public on whether to change the name of PSHE education within the secondary National Curriculum;
- a number of steps to improve teaching and learning in PSHE education.

You can read the report at <http://www.pshe-association.org.uk/pdf/FINAL%20Macdonald%20PSHE%20Ind%20Review.pdf>

## 14-19 Reforms - how much do YOU know?

DCSF has produced a set of materials for schools and colleges to explain the 14-19 reforms in detail and help you work with staff to increase awareness of the reforms. There are two toolkits - one for schools and one for colleges. Packs are available to order from [www.dcsf.gov.uk](http://www.dcsf.gov.uk).

## PSHE education video case studies

These video case studies, which can be found on the PSHE Association website ([www.pshe-association.org.uk/secondary\\_curriculum/case\\_studies.aspx](http://www.pshe-association.org.uk/secondary_curriculum/case_studies.aspx)), have been designed to support subject leaders and schools to explore in more detail aspects of the new secondary curriculum. They include examples of the implementation of the Economic Wellbeing and Financial Capability programme of study within PSHE education.

The videos are all examples of real life practice in secondary schools throughout the country. They illustrate different, and innovative, ways in which schools are planning the implementation of the new curriculum to ensure coherence, flexibility and impact.

## You can't miss this!

This is Jean Patterson's 'Matalan moment.' While the careers co-ordinator was queuing in her local store, she was inspired by a big, glitter sign which was made up from free standing letters to spell the word 'Denim.' Now with help from the technology department at St Thomas More and generous use of her favourite red glitter, she has easily the best signposted careers library in the Black Country - or does she? If you have seen an example of anything more exotic and eye-catching, please send a picture!



## CEIAG Support Programme

Useful recent briefing topics (see [www.cegnet.co.uk](http://www.cegnet.co.uk)) include one on Choosing Higher Education, and another on developments in Careers Education Units and Qualifications for young people. This is set in the context of national developments in the accreditation of learning. The briefing outlines the main factors centres need to take into account when making decisions about careers qualifications and provides a framework for comparing qualifications. It also examines the arguments for and against accrediting career learning.

The Support Programme has been working with the DCSF to produce a 14-19 Choices website, to support IAG and the wider workforce to help young people make sense of, make decisions and transitions through the 14-19 phase. A 14-19 online choices guide is now also on cegnet - [www.cegnet.co.uk/14-19choices/](http://www.cegnet.co.uk/14-19choices/).

# Financial Capability News

## My Money Week: Coming to your schools on 29th June 2009!

The first ever My Money Week (29th June - 5th July) aims to bring schools and their local communities together to learn more about managing money in a practical and relevant way. The week will provide a nationwide focus on financial capability for young people in primary and secondary schools throughout England, offering schools a framework of options and resources to inspire students and teachers to get to grips with the practicalities of personal finance education.

Schools can pre-order a free My Money Week toolkit to plan their My Money Week, from one lesson to a whole week of activities. The toolkit provides a starter to give schools ideas to plan fun and exciting lessons and activities as well as a short film to help inform and engage your colleagues and students and prepare them for the week - visit [www.pfeg.org/MyMoney](http://www.pfeg.org/MyMoney)

## My Money, My Rights - from the Citizenship Foundation

Based on the Young Citizen's Passport, My Money, My Rights explores legal issues surrounding money, with chapters focusing on Banks and Building Societies, Spending, and Student Finance.

It provides concise, easy to use advice on everything from what to do if you get into debt to avoiding internet scams. The guide is accompanied by two specially written lesson plans (mapped against the PSHE education and Citizenship curricula at Key Stage 4) to encourage teachers to use My Money, My Rights in the classroom.

You can download the guide from [www.citizenshipfoundation.org.uk/main/resource.php?s400](http://www.citizenshipfoundation.org.uk/main/resource.php?s400)

# Career Champions

A very successful project was run recently with 9 volunteer schools and one college, with help of some funding from Government Office for the West Midlands. This uses volunteer students as champions for career learning, working with a small number of younger students, to share experiences relevant to careers education and guidance.

Institutions taking part were: Dudley - Thorns Community College, Halesowen College; Sandwell - Manor; Walsall - Frank F. Harrison, Barr Beacon; and Wolverhampton - Heath Park, Penn Hall, Tettenhall College, Wednesfield, Wolverhampton Girls.

An evaluation has taken place and the results will be disseminated at the Summer Term network meetings (Dudley - 25th June; Sandwell - 22nd June; Walsall - 23rd June; Wolverhampton - 26th June - see training programme for more details). Also on all programmes are an update on Student Finance, and National CEG developments, plus a 14-19 update. Wolverhampton's meeting will also include information about CARD events for Year 8 and Year 10 learners.

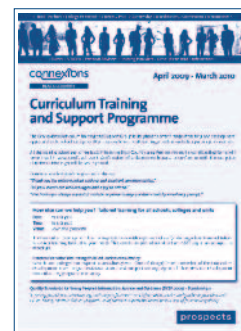
# Heartstart UK - free training

This is an initiative co-ordinated by the British Heart Foundation (BHF) to teach members of the public what to do in a life-threatening emergency. The BHF's schools' programme provides an opportunity for pupils to learn simple emergency life support skills. The programme is delivered by teachers or other school staff who have been through free training as Heartstart UK instructors. To deliver a Heartstart programme schools must affiliate to Heartstart UK (which is free). **For more information, contact Rob Cotterill at George Salter Collegiate Academy, 0121 580 2030 (Rob.Cotterill@georgesalter.sandwell.sch.uk).**

# Sharing Good Practice in Economic Wellbeing and Financial Capability Event, March 2009

This event, with a mixture of 'market place' activities and workshops - was enthusiastically received by those who attended - sample evaluation form comments include "Very well organised", "Both workshops were very good", "Picked up some great ideas", and "A thoroughly worthwhile event". In fact feedback was so positive that we will be running a similar type of event on Friday 5th March 2010. This is part of the new training programme - you should have received your hard copy by now, but it is (as usual) also available on the Connexions Black Country website - [www.connexions-bc.co.uk](http://www.connexions-bc.co.uk) - go to professionals, learning providers, then training and events.

We try to send out invitations to events at least a month in advance, but you now have all the dates up to March 2010, so you might want to identify those you'd like to attend; put them in your diary; and talk to your school or college's INSET co-ordinator well in advance! (N.B. You'll still have to tell us you're coming, of course!)



# Black Country Quality Award firsts!

At a recent Accreditation Board, Q3 Academy (Sandwell) was accredited with the CEG Award for the first time; St. Michael's (Sandwell) became the first school to get the CEIAG Award; and Summerhill (Dudley) became the first school in the Black Country to achieve the all-new Work Placement Award, devised, supported and assessed by the Black Country Education Business Partnerships. So many congratulations all round!

## Better links between schools, colleges and FE

The National Council for Educational Excellence (NCEE) made a set of recommendations about forging better links, in October 2008. The Government has now published an implementation plan with measures to raise and support HE aspirations which include the following:

- DIUS and DCSF are working together to improve HE-related IAG, as part of the broader IAG strategy
- The National College for School Leaders (NCSL) has identified IAG advocates - see IAG developments article.
- The Training and Development Agency for Schools (TDA) have been commissioned to develop Continuing Professional Development (CPD) training resources for teachers to develop understanding of the importance of IAG. In addition, DCSF have asked TDA to look at how they can develop support for all KS4 and post 16 teachers to include awareness of pathways for progression through the 14–19 phase of education.
- New, high quality up to date classroom materials and resources will be published to help teachers provide more effective inputs on HE as part of the DCSF's Careers Education Support Programme.

## Increasing Participation: Understanding young people who do not participate in education or training at 16-17 - NFER, 2009

The aim of this DCSF study was to achieve a better understanding of those who are either Not in Education, Employment or Training (NEET) or in a Job Without Training (JWT) at 16 and 17 by providing a more detailed breakdown of the 'types' of young people within these two categories, the structural and personal issues they face and the likely routes into participation in learning for each of them.

The study comprised analysis of Youth Cohort Study data to segment young people who are NEET or in JWT and a literature review. Qualitative interviews were undertaken in four Local Authorities with 120 young people who were NEET, in JWT or previously NEET or in JWT and now engaged in education or training, and 39 professionals who work with such young people.

Main findings on those who were NEET were:

- Within the NEET group, the largest sub-group (about 41 per cent) was those who were '**open to learning NEET**'. These young people were most likely to re-engage in education or training in the short-term and tended to have higher levels of attainment and a more positive attitude to school.
- The second largest sub-group within the NEET group was those who were '**sustained NEET**'. These young people represented about 38 per cent of the NEET group and were characterised by their negative experience of school, higher levels of truancy and exclusion and lack of educational attainment. This group was most likely to remain NEET in the medium-term.
- The third NEET sub-group, which represented 22 per cent of young people who were NEET, was the '**undecided NEET**' group. These young people were similar in some respects, such as their attainment levels, to those who were '**open to learning NEET**'. However, they seemed to be dissatisfied with the available opportunities and their ability to access what they wanted to do.

To see the whole report, go to <http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-RR072.pdf>

## LMI for careers advisers

The Department for Innovation, Universities and Skills (DIUS) is funding the Sector Skills Councils' IAG Careers Network to review and develop Labour Market Intelligence (LMI) specifically for IAG professionals (although it will also be available to the public). It will include sector information; careers and emerging jobs; pay rates; trends and forecasts; job profiles; and case studies.

In a separate development, Prospects' Information Team is developing an LMI website for young people, on behalf of Black Country Consortium. This will include a jargon buster; the job market in each Black Country area, regionally, nationally and globally; information on job sectors; employability skills, etc. More information in the next issue!

## National STEM Initiatives

The three-year Science, Technology, Engineering and Maths (STEM) Careers Action Programme is one of 11 programmes that make up the National STEM programme. The key aim of the project is to encourage young people to see that studying STEM subjects leads to a very wide range of interesting and well-paid jobs inside and outside the sector. The programme seeks to:

- Arrest the declining numbers of young people studying STEM subjects
- Improve awareness of STEM careers
- Tackle the skills gap
- Assure a more representative take-up of STEM subjects and careers in terms of age, gender, ethnicity
- Provide continuing professional development for STEM staff
- Promote activities and careers advice that bring real world contexts and applications of STEM into the classroom
- Ensure that the STEM education support infrastructure is better co-ordinated.

There are 3 useful directories (one for each of Maths, Science, and Engineering and Technology) which list activities, challenges, events, helpful contacts and resources that support these areas of the curriculum. See [www.stemdirectories.org.uk](http://www.stemdirectories.org.uk). These would be worth highlighting to teaching colleagues in these subject areas.