The National Strategies
Secondary

Functional Skills Support Programme

Developing functional skills in personal, social, health and economic education

department for children, schools and families

BIS Department for Business Innovation & Skills

LSIS Learning and Skills Improvement Service

Functional Skills Support Programme

Developing functional skills in personal, social, health and economic education

First published in 2010
Ref: 00133-2010BKT-EN

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WHITE HORSE PRESS 03-2010

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Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/Using ICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal, learning and thinking skills followed by reference to one of the six groups of skills

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Developing functional skills in personal, social, health and economic education

What are functional skills?

Personal, social, health and economic (PSHE) education brings together personal, social and health education, work-related learning, careers, enterprise and financial capability.

> 'Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.
>
> Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.'
>
> **The importance of PSHE education, National Curriculum 2007**[1]

Developing functional skills in PSHE education

Functional skills underpin and complement many of the key processes in PSHE education. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas.

Functional English	Functional mathematics	Functional ICT
• Speaking, listening and communication • Reading • Writing	• Representing – selecting the mathematics and information required to model a situation • Analysing – processing and using mathematics • Interpreting and communicating the results of the analysis	• Using ICT • Finding and selecting information • Developing, presenting and communicating information

1 The importance of PSHE education, National Curriculum 2007. © Qualifications and Curriculum Authority. Used with kind permission.

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The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx

> 'Both programmes of study contained within PSHE education provide powerful learning opportunities for young people to practise and develop functional skills in real-life contexts that they recognise as important and relevant to them.'
>
> **PSHE education subject leader**

The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils receive **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in PSHE education and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as a PSHE education teacher?

The diagram on page 9 captures the learning process that you will need to support, in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence in new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer-assessment, self-assessment and teacher feedback they then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

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What functional skills can be developed and applied to PSHE education?

PSHE education provides a rich opportunity for pupils to draw from and apply a range of functional skills. The subject deals with real-life issues that affect young people as individuals and as members of their communities. PSHE education teachers will therefore be providing learners with opportunities to explore, research and discuss issues that relate directly to their educational, personal and working lives.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply skills to tackle tasks accordingly. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The tables below outline a few examples of ways in which functional skills can be deployed in PSHE education.

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Functional English

Learning through discussion, from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your PSHE education programme. However, in addition, pupils will need to deploy specific functional English skills such as those listed in the table below.

Functional English	Example of how applied in PSHE education
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking, listening and communication)*	When discussing topics such as personal identity
Detect point of view, implicit meaning and/or bias *(Reading)*	When researching information on healthy lifestyles
Use language, format and structure suitable for purpose and audience *(Writing)*	When evaluating and presenting the financial costs of raising a child

Functional mathematics

Mathematical skills of **representing, analysing and interpreting** can be developed in a wide range of PSHE education activities.

Functional mathematics	Example of how applied in PSHE education
Decide how to use data and probability to assess the likelihood of an outcome *(Representing)*	When exploring the concept of risk
Extract and interpret information from tables, diagrams, charts and graphs *(Interpreting and communicating)*	When considering data related to social trends
Use common measures, including money *(Analysing)*	When considering aspects of financial capability

Functional ICT

PSHE education provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts.

Functional ICT	Example of how applied in PSHE education
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context *(Using ICT)*	Selecting appropriate hardware, software and other digital assets to create or process the information needed to investigate topics such as prejudice and discrimination
Making use of multiple sources of information *(Finding and selecting information)*	When researching career pathways
Combine and present information in ways that are fit for purpose and audience *(Developing, presenting and communicating information)*	Using text, images and graphs to create advice and guidance documents for peers

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How can I secure the development of functional skills within my lessons?

As a PSHE education teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 4)
- talking to your colleagues, for example, those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught
- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied
- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, encouraging pupils to assess their progress and to inform where they next need to focus
- designing problem-based activities, both within PSHE education and, where possible, in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful
- encouraging pupils to reflect on their learning, using probing questions that require them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond PSHE education and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and develop functional skills within PSHE education, as follows:

1. **Key Stage 3 teaching sequence:** Feeling fantastic! Young people and healthy lifestyles
2. **Key Stage 3 teaching sequence:** Worth every penny? Exploring value for money through the context of mobile phones
3. **Key Stage 4 teaching sequence:** Bundles of joy need bundles of cash! The social and economic implications of becoming a parent

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.
- Real, purposeful and relevant contexts are essential for engagement and applied learning.
- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example, speaking and listening as well as reading and writing. In mathematics, pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will be used together.

However, within each sequence, particular functional English, mathematics and ICT skills have been highlighted as part of the learning focus to show how they can be explicitly developed and applied.

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PSHE education teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels and some at higher levels. The teaching sequences can be tailored to the needs of your learners, as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors that are crucial to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded
- the **technical demand** of the content that might be applied in these contexts
- a learner's level of **familiarity** with the type of task or problem and context
- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 9 and visit the functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore, in addition, references to opportunities to develop specific personal learning and thinking skills have also been provided.

For more information relating to personal learning and thinking skills visit:
http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/

How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 20)
- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more
- begin a discussion with other colleagues within your department about how to enhance functional skills development within PSHE education
- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context, please see the grid on page 2.

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Developing and securing functional skills

The learner

Builds specific aspects of their functional skills within English, mathematics and ICT and in other subjects.

Practises and applies functional skills with increasing complexity to a range of purposeful contexts across the curriculum.

Demonstrates that they can independently select and apply the appropriate functional skills to tackle problems in a variety of contexts including those that are unfamiliar.

Progression is determined by pupils applying skills with increasing **independence** to more **complex** and **less familiar** situations which consequently need higher levels of **technical demand**.

Formative assessment and feedback on skills progression are provided to pupils at each stage.

The PSHE education teacher

Becomes familiar with the functional skills standards.

Where appropriate, liaises with the English, mathematics and ICT departments to understand how and when functional skills are being taught.

Provides purposeful and engaging contexts for pupils to apply their functional skills to problem-based activities.

Makes explicit the skills applied through the learning sequence.

Offers opportunities for learners to work independently, selecting and applying the appropriate functional skills to solve a range of problems.

For more information relating to the teaching and learning of functional skills visit: www.standards.dcsf.gov.uk/nationalstrategies/ and choose Secondary and then select Functional Skills.

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Context 1: Key Stage 3 – Feeling fantastic! Young people and healthy lifestyles

Aims and overview

This module will enable learners to develop selected functional skills. It will clarify and expand their understanding of what a 'healthy lifestyle' means and further enable them to identify opportunities to make and action positive lifestyle choices and share these with their peers. Learners will develop and apply transferable functional skills through researching and presenting a briefing paper for their peers.

The big question

What is meant by a 'healthy lifestyle' and how can we make informed choices about our health?

Learning focus – PSHE education

This module extends the key concepts of healthy lifestyles:

- recognising that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices
- understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

The module will also develop and rehearse these aspects of the key processes:

- using knowledge and understanding to make informed choices about safety, health and well-being
- finding information and support from a variety of sources.

By the end of the module pupils will:

- understand what is meant by the term 'healthy lifestyles'
- have identified and used credible sources to help them make informed choices about their lifestyle
- have identified local sources of support that can help them stay healthy or improve their health.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Writing: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	*Interpreting*: Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	*Finding and selecting information:* Use search techniques to locate and select relevant information; select information from a variety of ICT sources for a straightforward task.

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Stage and focus	Learning outcomes
Stage 1 – The context Martians have landed on Earth. They have heard about something called 'a healthy lifestyle' but have no idea what this is. Invite groups to create a description of a healthy lifestyle. Draw out different types of health (e.g. emotional, mental, physical, sexual, social). Ask pupils to consider what they can take full responsibility for, what they can take some responsibility for and what lies entirely within the responsibility of others. Are there some factors that are more beneficial to our health than others? Are some behaviours more hazardous to our health than others? Which actions or strategies have the most benefit? How do we know? How could we find out? Are there some issues we should be concerned about more than others?	Pupils make relevant and extended contributions to the discussion, allowing for and responding to the inputs made by others.
Invite pupils to decide on a particular theme and to interrogate local data to help focus and inform their thinking – model interpreting the local survey data regarding young people. What does it tell us about alcohol use, for example? How does this link to a healthy lifestyle? What choices are young people currently making that link to a healthy lifestyle? How reliable is this evidence? Where else do young people look to inform their decisions? Ask groups to discuss whether it is possible to have a lifestyle that combines healthy and not-so-healthy elements – how do we get the balance right?	Pupils interpret data to identify patterns in local teenage health, highlighting any implications this presents.
Stage 2 – Research and exploration Take each factor that the pupils have generated, in turn. Ask groups to imagine that a young person wanted to be as healthy as they could be. What questions do they think the young person might ask about each factor? (e.g. You say we need to eat healthily but what does 'healthy eating' mean? Why should I avoid drug use? All drug use? What exactly is a 'healthy relationship'?) Gather the questions and ask the groups to choose one theme to explore. Their task is to produce a presentation and 'briefing paper' that will provide key information about their theme and, within it, answer the key questions the group has raised. Invite the group to consider what makes a 'compelling presentation' that young people will really listen to. What makes a compelling 'briefing paper' that young people will really want to read? How are they going to use the information, including data, to produce a convincing argument? Ask the group to consider all possible sources of information and to explore how they could be confident in their sources and of the accuracy of the information they gather. Ask them to produce a checklist to 'quality control' their sources. Share these and agree a whole-class set of quality-control criteria. 'For us to be confident that a source is reliable it must…' Each group will be required to make a presentation to the class that includes: • their key recommendations, in order of importance • justification of their selection and why they have prioritised as they have. They must also be able to convince the class of the reliability of their sources of information.	Pupils use search techniques to locate and select relevant information. They recognise relevance and bias when selecting information.

PLTS
Effective participators

FS.Ma.L1/ Interpreting
Extract and interpret information from tables, diagrams, charts and graphs.

PLTS
Team workers

FS.ICT.L1/F&S
Recognise and take account of currency, relevance, bias and copyright when selecting and using information.

FS.Eng.L1/W
Present information in a logical sequence.

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Stage and focus	Learning outcomes
Stage 3 – Deploying ideas and information Undertake research and production of the presentation. Invite a visitor, such as a police schools' officer, financial services volunteer or school nurse, to join the research sessions, to be available for email questions and to be willing to view the final presentations and offer their own feedback, asking pupils to justify their choices and decisions. Turn the presentation into an attractive and engaging desktop-published 'briefing paper' ready to be made accessible to all young people. Invite the pupils to consider how this could best be designed and disseminated (e.g. printed leaflet, web page on school site, via the visitor's own organisation).	Pupils produce a briefing paper that is clearly and accurately written and coherently structured. The paper includes an appropriate level of detail, and uses language, format and structure suitable for purpose and audience. Pupils use software effectively to apply simple editing, formatting and layout techniques to meet needs.
Stage 4 – Consolidating and reflecting (moving towards functional skills level 2) Invite groups to respond to these questions. • What do you know now that you didn't know before? • Do you feel any differently about your health issue than you did before? • How will knowing this and feeling this affect your future choices? Will you do anything differently? • If you could encourage your peers to make one change that would improve their health what would it be? • What helped your group to work well together? What got in the way? • If you were starting again, or another group were setting out on this project, what would you do differently, or what advice would you offer? • How might you use the functional skills you have rehearsed and developed in this module to help you make better-informed decisions about your health?	
Extending • Imagine this young person wanted either to make changes to their lifestyle, or to know where to seek support, should a problem or crisis happen one day. In groups, pupils discuss what sort of changes or difficulties these could be. • Gather some examples and invite groups each to take responsibility for researching one. • What facilities or sources of support are available locally or nationally? What do they offer? Would you feel confident to recommend them? Why? What might be the financial implications of using these services (e.g. Leisure Centres, Advice Services)?	

FS.ICT.L1/F&S
Search engines, queries

FS.Eng.L1/W
Use language, format and structure suitable for purpose and audience.

PLTS
Reflective learners

Useful resources

www.tellussurvey.org.uk This is a source of local data regarding young people.

www.pshe-association.org.uk For further links to information relating to healthy lifestyles: select 'Resources' and 'Healthy Lifestyles'.

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Context 2: Key Stage 3 – Worth every penny? Exploring value for money through the context of mobile phones

Aims and overview

This module will enable learners to develop selected functional skills, through an exploration of the notion of 'value for money', evaluating the costs and benefits of different mobile phones and their features and the variety of tariffs as a context for this learning.

The big question

What do we understand by the term 'value for money'?

Learning focus – PSHE education

This module extends the key concepts of:

- **capability** – becoming critical consumers of goods and services
- **risk**
  - understanding the need to manage risk in the context of financial and career choices
  - appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

The module reinforces the key processes of:

- **financial capability**
  - managing money
  - explaining financial terms and products.
- **decision-making and managing risk**
  - assessing and managing the element of risk in personal choices and situations.

By the end of the module pupils will:

- understand the term 'value for money'
- understand the concept of balancing 'cost–benefit' and recognise that costs and benefits extend beyond the financial
- recognise that marketers can exploit this by emphasising the benefits while minimising the costs
- understand the general terms of 'features' and 'functions' and will have carried out a simple evaluation of the appropriateness of a product, using these terms.

Note: The context of mobile phone charges is a common one across the curriculum. This provides a good opportunity for cross-subject collaboration.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Reading: Read and understand a range of straightforward texts.	*Representing*: Identify and obtain necessary information to tackle the problem.	*Finding and selecting information:* Use search techniques to locate and select relevant information.

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Stage and focus	Learning outcomes
Stage 1 – The context In groups, pupils discuss the advantages and disadvantages of owning a mobile phone. Discuss what young people principally use their mobile phones for. Are some features or functions used more than others? Are some never or rarely used? Explore what, in their opinion, constitutes a 'good' mobile phone. Would any phone with the same functions be equally desirable? If not, discuss what else is implicit in the purchase (e.g. image, status, 'pulling power', confidence, the envy of others). Ask groups to define the term 'value for money'. Share definitions and explore any differences. Ask the pupils how mobile phones are marketed. Are people being offered a product or a lifestyle? Do pupils think the messages are accurate, exaggerated or misleading? (Illustrate with media examples.) Using a pre-prepared example, discuss and clarify the elements of a phone tariff (e.g. downloads, pre-paid credit, 'pay as you go', line rental, cost of calls, text cost, peak, off peak, calls to other mobiles/landlines/other networks, roaming, upgrades). Ask groups to define the term 'contract'. Why is it different from an agreement? What do people need to consider before they sign any contract? What might be the risks of signing a contract to make regular payments over a period of time?	Pupils make relevant and extended contributions to the discussion, allowing and supporting the input of others.
Stage 2 – Research and exploration In groups, pupils explore what the implications might be of making a poor or ill-informed choice over a mobile phone contract. Draw together the key ideas raised, using concept-mapping software or the interactive whiteboard, where possible. Divide the class into six groups. Within each group, one pupil will act as a customer looking for a new mobile phone. Invite groups to construct a series of questions that will enable them to explore exactly what these customers want from a mobile phone and how they intend to use this new phone. Explain that they will need to identify the features and functions of their customer's perfect mobile phone and tariff. Having gathered this information, pupils use the internet to research three possible phones and tariffs. The group's task is to identify the best mobile phone, in terms of 'value for money' for their customer, balancing the features and functions required and the proposed usage against the financial cost. Each group should produce a grid, capturing their customer's key requirements, and cost this against at least three different contracts. If they recommend a contract, how much is it likely to cost over its lifetime? If they recommend 'pay as you go' what is the likely cost over the same period?	Pupils use appropriate search techniques to locate and select relevant information. Pupils apply mathematics in an organised way to solve problems requiring calculation, with common measures, including money and time.

PLTS
Effective participators

PLTS
Independent enquirers

FS.Eng.L1/R
Read and understand texts in detail.

FS.ICT.L1/F&S
Search engines, queries

FS.Eng.L1/R
Identify the main points and ideas and how they are presented in a variety of texts.

FS.Ma.L1/ Representing
Solve problems requiring calculation with common measures, including money.

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Stage and focus	Learning outcomes
Stage 3 – Deploying ideas and information When the group has conducted their research, they present their findings to their customer, selecting an appropriate format, such as a written recommendation, illustrating why they are making this recommendation, the costs and benefits and why this recommendation represents value for money for the customer.	Pupils use engaging methods to present their findings in a succinct and accessible manner.
Stage 4 – Securing and reflecting (moving towards functional skills level 2) Invite groups to respond to these questions. • How will the learning from these lessons influence your future purchasing choices? Are there questions you will now ask? Are there risks that you now feel better able to manage? • How might you use the functional skills you have rehearsed and developed in this module to help you make better-informed decisions about future purchases and secure value for money? • What helped your group to work well together? What got in the way?	
Extending • This would lead logically into other areas of financial commitment and the importance of balancing the short-term, medium-term and long-term risks associated with such commitments, the costs/benefits and securing value for money, for example, hire-purchase agreements, credit cards, financial loans and mortgages.	

PLTS
Self-managers

FS. Eng.L1/R
Utilise information contained within texts.

PLTS
Reflective learners

Useful resources

www.pfeg.org Search in resources for 'Money matters and mobiles'.

www.pshe-association.org.uk For further information relating to financial capability, select 'Resources' then 'Financial capability.'

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Context 3: Key Stage 4 – Bundles of joy need bundles of cash! The social and economic implications of becoming a parent

Aims and overview

This module will enable learners to develop selected functional skills through an enquiry into the financial cost and impact, on present and future lifestyle, of raising a baby through the first year of its life.

This enquiry, which is appropriate for either Year 10 or 11 pupils, builds on previous learning, developing the concepts and processes from both programmes of study.

The big question

What is the likely true cost to parents of raising a baby through the first year of life?

Learning focus – PSHE education

The module supports the following key concepts:

- **capability** – learning how to manage money and personal finances
- **risk** – understanding the need to manage risk in the context of financial and career choices
- **healthy lifestyles** – recognising that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices.

The module also supports the following key processes:

- **self-development** – identifying major life roles and ways of managing the relationship between them
- **enterprise** – managing change and transition
- **decision making and managing risk** – using knowledge and understanding to make informed choices about safety, health and well-being.

By the end of the module pupils:

- will understand the notions of 'at least' and appreciate the likely true cost, both financially and in terms of lifestyle, in the context of raising a baby through their first year of life
- will have reflected on how this enquiry might influence their own future lifestyle choices.

Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Make a range of contributions in a range of contexts, including those that are unfamiliar, and make effective presentations.	*Analysing*: Apply a range of mathematics to find solutions.	*Using ICT:* Plan solutions to complex tasks by analysing the necessary steps.

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Stage and focus	Learning outcomes
Stage 1 – The context Ask pupils to imagine a young couple who live locally, who are considering having their first baby. In groups, pupils record on sticky notes all the things they think the baby requires (physically and emotionally), in order to grow up healthily and safely in the first year of life. Still working in groups, pupils arrange the sticky notes to create a Venn diagram showing which of the things they have noted that: • are cost-free (love, attention) • need to be paid for (food, warmth, shelter, clothes) • might already be in place (shelter) • are likely to be new acquisitions (baby clothes) • are 'one-off' purchases (a cot or pram) • are ongoing (food, nappies). Why might some of the apparently free things actually cost money (e.g. financial support for the parent who is providing the majority of care and attention)?	Through discussion, pupils engage with and deepen their understanding of the notion of 'cost'.
Stage 2 – Research and exploration Explain that the task is to attempt to calculate the financial cost of the first year of the baby's life. Each group will need to design a way to record the baby's key requirements and the associated costs. Discuss: What sources of information are available to help them? How do we know they are reliable? Groups decide which of the items on their lists of one-off purchases are essential and which are desirable. They discuss where compromises could be made, in terms of quality. Pupils research the quantity of each item on their lists of consumables that they will need to purchase on a weekly basis. Discuss why it might not be possible to calculate the exact true cost. What might be difficult to predict? Discuss how knowing the minimum likely cost, and understanding that it is likely to be exceeded, can be useful in budgeting. (We shall need at least...) Pupils calculate an approximate 'at least' cost for the first year of a baby's life. Groups could investigate what the cost of childcare might be, if both parents want to return to work. The learning could be enhanced by input from the school nurse, a new parent, a member of the local industrial or commercial community (discussing how commerce and industry support new parents) or a representative from the local college (discussing the support they offer to parents in education).	Pupils contribute appropriate and considered comments to discussion to draw out the different evidence they will require. Pupils evaluate the sources and what they reveal through clear presentation of points of view using phrases of cause/effect 'what this shows is…/as we can see from…' etc. Functionality is demonstrated through pupils' ability to select and accurately construct appropriate representations.

PLTS
Creative thinkers

FS.Eng.L2/SLC
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

FS.Ma.L2/ Analysing
Carry out calculations involving estimates to an appropriate degree of accuracy.

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	Stage and focus	Learning outcomes
FS.ICT.L2/DP&CI Use appropriate software to meet the requirements of a complex data-handling task. **FS.Ma.L2/ Analysing** Understand and use simple formulae. **FS.ICT.L2/DP&CI** Process and analyse numerical data. **FS.ICT.L2/DP&CI** Display numerical data in appropriate graphical format.	**Stage 3 – Deploying ideas and information** Pupils are asked to plan and implement a model that demonstrates where the new parents could make financial savings without endangering the baby's health or safety. Briefly mention that the model will be used to generate evidence to inform a leaflet they will produce, offering guidance and advice for prospective first-time parents. To use ICT for this, pupils could create a simple spreadsheet to produce a budget plan showing the initial outlay and the month-by-month expenditure, once the baby is born. Will some months have greater costs than others? Pupils may well refine the model and change the values within their spreadsheet to recalculate costs, for example, reducing the amount spent on a pram, or using fabric nappies instead of disposables. Data from the model will be used to generate tables and graphs for later use. All groups share their findings with others. Invite the rest of the class to question and challenge differences between groups' budgets. Have some groups identified costs that others have missed, or have different priorities? Ask groups to draw their findings together by producing a leaflet outlining the guidance and advice they would give to someone who is considering having a baby, based on the true cost of the first year of their baby's life.	Pupils recognise that using ICT to plan, can support making decisions about the elements of their tasks. Pupils recognise that contemporary technologies using multi-modality can provide engaging support material.
FS.Eng.L2/SLC Present information and ideas clearly and persuasively to others. **FS.ICT.L2/DP&CI** Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content. **PLTS** Effective participators **FS.Eng.L2/SLC** Consider complex information and give a relevant cogent response in appropriate language. **PLTS** Reflective learners	**Stage 4 – Securing and reflecting** (moving towards functional skills level 2) Up to this point pupils have been discussing the financial costs of having a baby. They will now focus on the broader personal considerations. In groups, pupils discuss and create a concept map, exploring the implications of a planned pregnancy. What opportunities or experiences might you gain by becoming a parent? What opportunities or experiences might you give up or miss out on, with regard to finances, lifestyle, future aspirations, further education, career or career progression? How could you minimise the impact? Will both parents be equally affected? How would an unplanned or unexpected pregnancy differ from a planned one? What might be the implications of an unplanned pregnancy on finances, lifestyle, future aspirations, further education, career or career progression? Will both parents be equally affected? Groups share concept maps with other groups for peer review. **Reflection**: Invite groups to respond to these questions. • What helped your group to work well together? What got in the way? • What do you know now that you didn't know before? • Do you feel any differently about becoming a parent than you did before? • How will knowing this and feeling this influence your future choices? • How did your use of ICT support you in your research and in creating your final presentation? • How well did you communicate your findings in your presentations? • How might you use the functional skills you have rehearsed and developed in this module to help you make better-informed decisions about budgeting and parenthood?	

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Extending

This enquiry would naturally lead into areas of:

- sex and relationships education – extending the concept of 'healthy lifestyle' and the processes of risk assessment and management
- careers education and guidance, including personal aspirations, career progression and factors that could enhance and threaten these.

Other activities could involve investigating state benefits and childcare options in their neighbourhood.

Useful resources

www.pfeg.org This site offers a multimedia resource, with a section on 'New life', covering essentials, nursery, new house, childcare, benefits: search on 'Adding up to a lifetime'.

www.mymoneyonline.org Under 'My Money Game Fortunity' select 'Play Fortunity here' then the 'Tot Spot' activity on the same page.

www.fpa.org.uk This site offers resources on sex and relationships education: follow the link to the 'FPA shop'.

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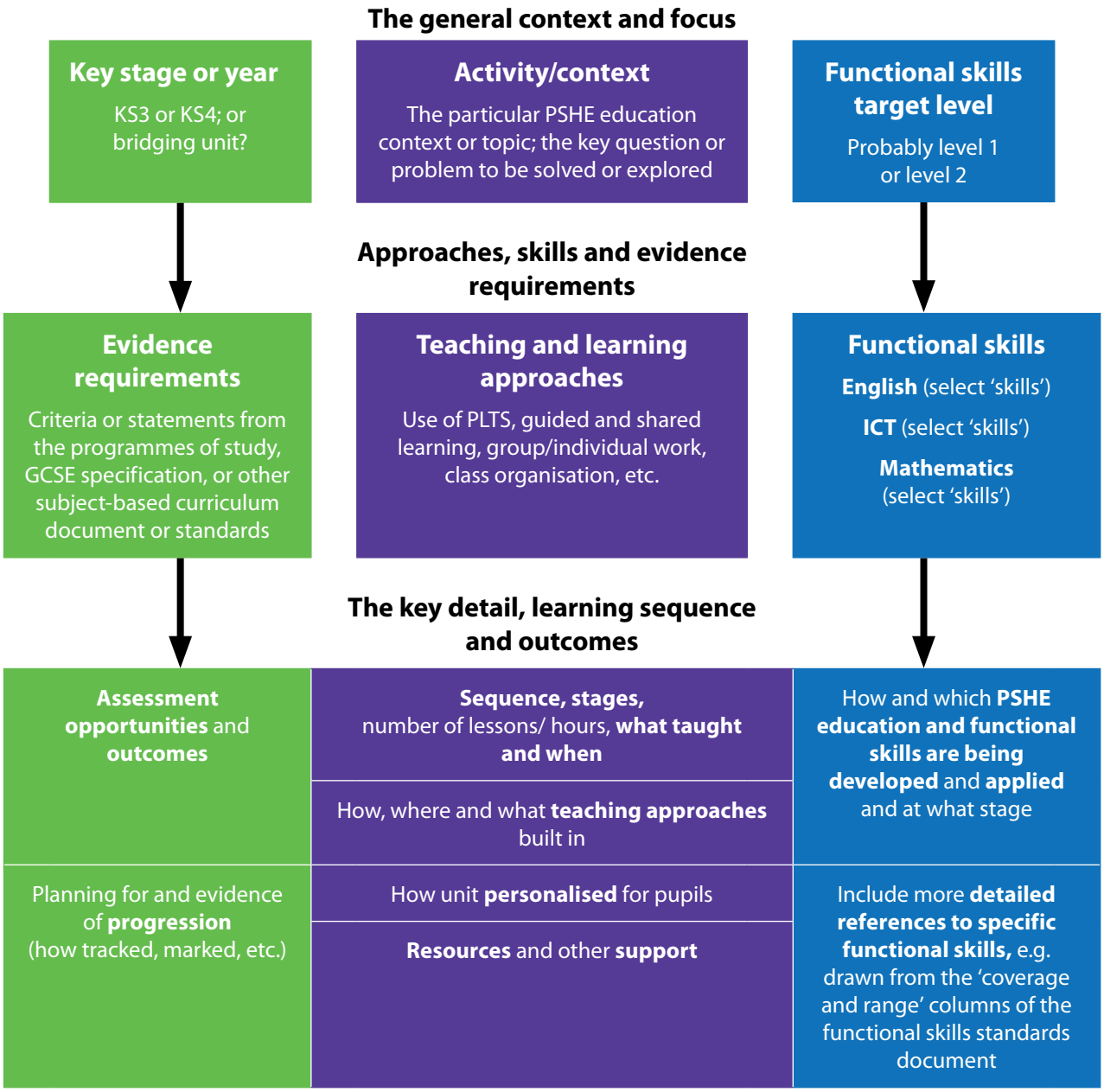
Functional skills in PSHE education: A planning process

The planning diagram below provides a structure for planning a PSHE education activity or topic that integrates functional skills. Note that it starts from the PSHE education activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a PSHE education activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject area.



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Resources

Leading in learning: Learning and teaching strategies that promote social and emotional aspects of learning (SEAL)

This document outlines a selection of thinking skills and strategies that can be used when designing learning opportunities for promoting the social and emotional skills from SEAL. This article is part of the SEAL Further reading booklet. The main source of guidance for Leading in learning and the 10 teaching strategies are the teachers' handbooks for Key Stage 3 (Ref: DfES 0035-2005G) and Key Stage 4 (Ref: 2111-2006DWO-EN).

Secondary SEAL – DCSF/National Strategies web area

This section of the National Strategies web area has a wealth of practical material designed to develop and promote confidence, motivation and the skills of interpersonal relations that are required for pupils to become successful and independent across all aspects of school life and, as such, have direct relevance for PSHE education and functional skills. They include ways of finding solutions, using constructive problem-solving processes and developing communication and negotiation skills. See in particular the 'Curriculum resource' and 'Learning and teaching' sections. Approaches informing SEAL, such as experiential learning, also link closely to the aim of providing real, purposeful and relevant contexts for supporting applied learning in functional skills (see *Social and Emotional Aspects of Learning for secondary schools: Further reading booklet*, Ref: 00043-2007DWO-EN-01, p.112).

Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD-ROM. They are grouped in four sections: Designing lessons; Teaching repertoire; Creating effective learners; and Creating conditions for learning. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning and Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the 10 other subject booklets in this series and a suite of e-learning modules. The National Strategies website can be accessed at: **www.standards.dcsf.gov.uk/nationalstrategies**

The Functional Skills Support Programme (FSSP)

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in Diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills visit: **http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills** and select 'functional skills'.

Acknowledgement

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Audience: Subject teachers in secondary schools
Date of issue: 03-2010
Ref: **00133-2010BKT-EN**

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Children, Schools and Families

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