

The Education System in England

An Overview

Intro 1: The English Education System

Age	Phase of education	Key Stages	Yr number	Assessment
5-7	Primary (Infant)	Key Stage 1	1-2	NC Tests on entry and 7
7-11	Primary (Junior)	KS2	3-6	NC Tests at 7 and 11
11-16	Secondary	KS3/4	7-11	NC Assessment KS3 Level 1&2 qualifications (GCSE / BTEC / NVQ)
16-18	Sixth Form/Further	KS5	12-13	Level 1-3 qualifications (A Levels) Vocational qualifications (e.g NVQ's, City & Guilds)
18-22	Tertiary	N/A	N/A	University degrees etc

Subjects Taught aged 3-13

National Curriculum KS2 and KS3
English Maths Science ICT (Information Communication Technology) Modern Foreign Languages History Geography Religious Education Design Technology Physical Education PSHCE (Personal Social Health Citizenship Education) Art Music

Subjects taught aged 13-16

National Curriculum KS4
English
Maths
Science
ICT (Information Communication Technology)
Religious Education
Physical Education
PSHCE (Personal Social Health Citizenship Education)

Types of provision

Intro 2: Types of Secondary School

Funding	Type	Controlled by	Nature
Public	Community	Local Authority (LA)	Comprehensive
	Foundation and Trust	Trust (and LA?)	Comprehensive but with more individuality
	Voluntary (Aided or Controlled)	LA (and Church)	Comprehensive, with Church influence
	Academies and Free Schools	Trust	Comprehensive , with more individuality
	Grammar (164 schools)	State funded	Selective – based on 11+ test
Private	Private	Trust	Individual

Further Education aged 16+

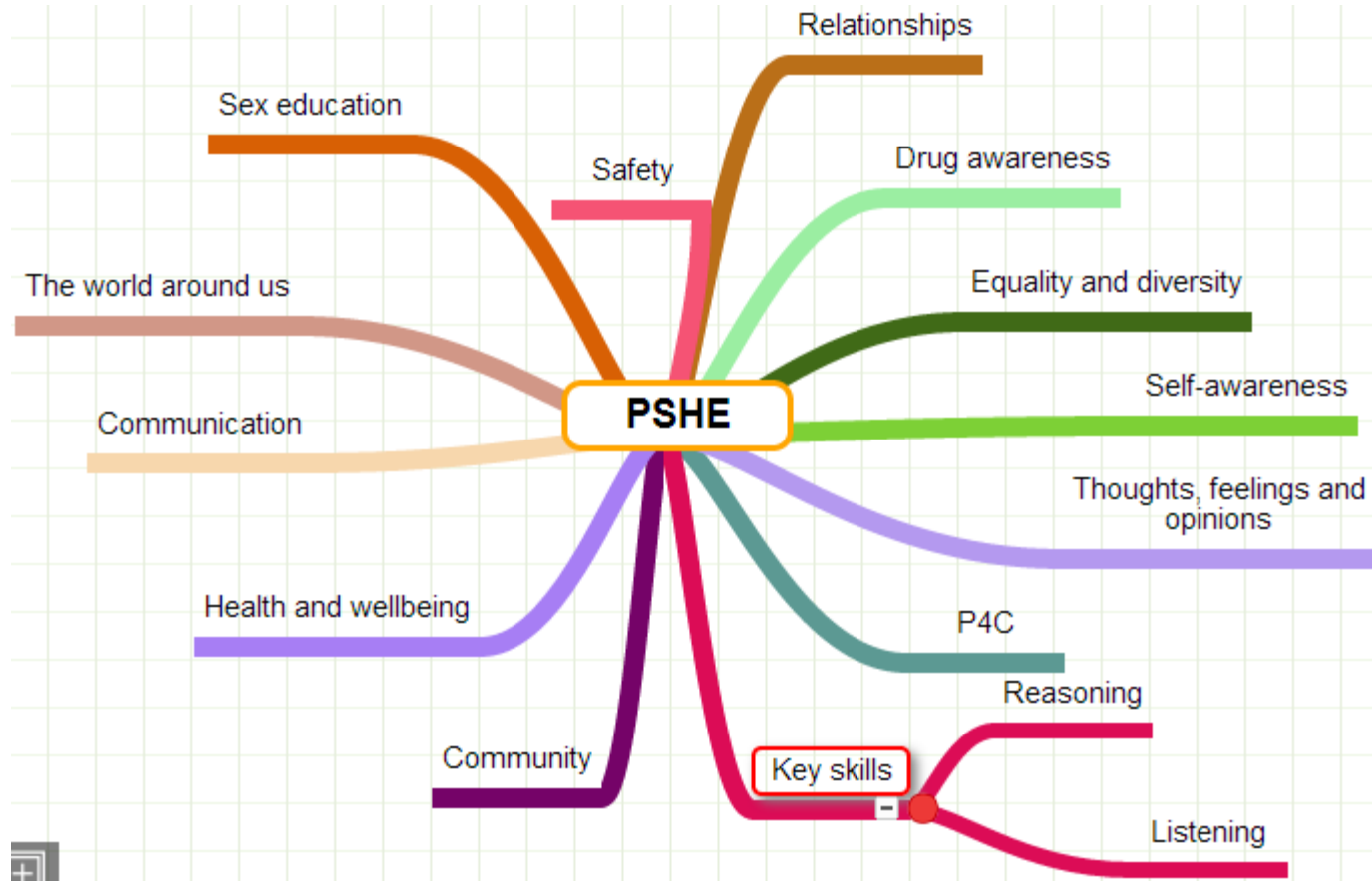
Academic

- A Levels
- Leads to university or employment

Vocational

- Traineeships
- Apprenticeships
- Diplomas/Certificates
- Work experience in every programme of study
- Also leads to university or employment.

Personal Social Health Citizenship Education





Erasmus+

S.H.A.R.E



Rationale

- The rationale of this project is to **reduce early school leaving** (ESL) by encouraging students to lead healthier lives. A report by the World Health Organisation on **childhood obesity** recognises that this has reached **epic proportions in Europe** with nearly 40% of school children classed as obese (http://www.euro.who.int/__data/assets/pdf_file/0020/123176/FactSheet_5.pdf?ua=1).
- Health Behaviour in School-aged Children (HBSC) is an international alliance of researchers that collaborate on cross-national surveys of school students: <http://www.hbsc.org/>. Generally problems are similar across partner countries: young people have problems with **diet** (body image, eating breakfast, consumption of sweet, fast food, etc.), **sport activity** (and computer games which substitute the activity), **using dangerous substances** (smoking, alcohol, drugs, medicine etc.) and **emotional well-being**.
- A Primary School in the UK **improved their attendance** rate to 98% and their **achievement** rates by introducing **fun sports classes** into their curricula (<http://www.independent.co.uk/news/education/education-news/lings-primary-school-teaches-children-how-to-run-like-animals-in-effort-to-encourage-children-who-a6858436.html>) .
- An investigation into doping in sport carried out by Gausdal Vidergaendeskole noted that young people who were **not involved in sport** were far more likely to be **involved in drugs** than those who participated regularly in sporting activities. For males, this tended to be in order to improve physique quickly and without physical exertion by using **anabolic steroids**. Young females often develop **eating disorders** in a desperate attempt to appear slim and these are growing, with images of the 'ideal' look spread through **social media**.
- Similarly, today's lifestyle can be hectic and **stressful** for young people as they try to keep up with technology, their studies, their social networks and ever-increasing expectations on them to succeed quickly. They **rarely take time out to relax** and are unfamiliar with relaxation techniques which might help them to concentrate better and achieve greater results.

Project Objectives

- Our objectives are:
- - **to create materials for teachers** to enable them to help their students lead healthier life styles through diet, relaxation, sport and avoiding addictive substances by seeking alternative, **safe 'high's with physical activity**. We are also keen to disseminate our ideas to teachers involved with teaching **refugees** as we feel that the SHARE objectives are particularly relevant to them, in order to help **integration** into the local community. Materials will include a film and an **e-book**.
- - **to train students as ambassadors** to help teachers to deliver these materials and become **role models** who their peers and younger students will look up to and follow. In this way, young people will enjoy their studies more and perform better thus **improving their grades** and their chances of gaining **future employment** and continuing with their studies.
- - **to reduce early school leaving** and **improve achievement** by making students more healthy and therefore **more focused on their learning** and **more motivated to achieve**.

Training sessions in Germany, Greece and Lithuania.

- We developed an arm massage for long hours on phones etc.
- We introduced students to yoga sessions to help relax from stress.
- We created video clips about the Mediterranean diet.
- Students learnt about nutrition and created healthy recipes attractive to their age group.



Training session in Norway

- We will investigate the impact of mobile phones on students' health and achievement.
- We will consider substance abuse and body dysmorphia.

Training session in UK

- We will train our students to be healthy ambassadors.
- We will teach them how to spread the message to other students including Primary schools.