

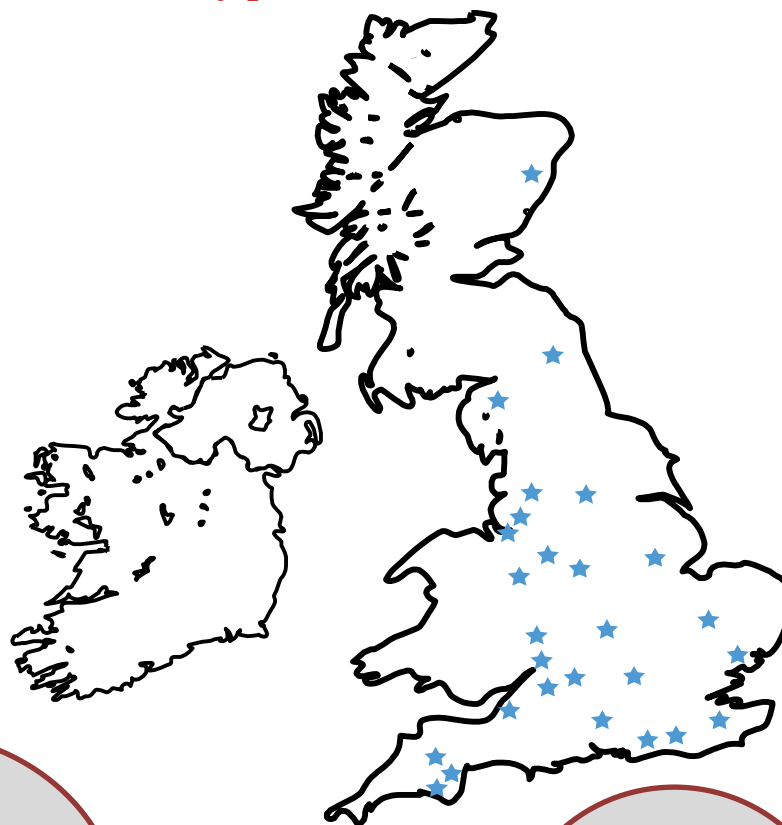
Background

Coram Life Education (CLE) works nationally with primary and secondary schools, families and others in the community. CLE Educators visit schools in a mobile classroom and deliver life skills lessons designed to help children develop the knowledge and confidence they need to make healthy life choices. CLE is the leading UK provider of health and wellbeing education in schools.

CLE reaches some **850,000 children** and young people across the UK and beyond through health education:

- CLE delivered its primary age mobile classroom programmes to over **675,000 children in 2,840 schools**
- Additional programmes nationwide include online teaching resources, secondary targeted parenting support and Special Educational Needs programmes, estimated to reach over 200,000 children
- CLE visits every primary school in Aberdeenshire!

Our delivery partners



Key achievements

SCARF: Safety, Caring, Achievement, Resilience and Friendship

SCARF has been developed as an innovative range of on-line resources designed to support busy teachers in providing the best PSHE and wellbeing in education for their children. SCARF resources embody a values-based approach that puts children at the centre, nurturing the crucial elements of Safety, Caring, Achievement, Resilience and Friendship in their lives.

The Information Standard

This has been the fourth successive year that CLE has achieved NHS England's Information Standard quality mark. The standard is awarded for a strong commitment to quality and evidence-based health and care information.

Service development

CLE has undergone significant development in the past year, producing innovative ways of benefitting school staff and their pupils:

Curriculum mapping: produced to help schools plan effective Personal, Social and Health Education (PSHE) and demonstrate how CLE programmes can support them in meeting the expectations of the Department for Education and Ofsted. Schools using the maps are reporting their unique value in enabling them to manage the delivery of PSHE within a crowded curriculum.

Sodexo project: a further round of funding from The Sodexo Foundation has enabled us to refresh KS1 Assembly Programme 'A Happy Healthy Start' and deliver this to 31 schools in Salford and surrounding localities.

bCyberwise: Life Education Australia (LEA) recently introduced on-line safety programmes and resources as part of its offer to schools. These resources were produced with sponsorship from McAfee.

"I have seen several lessons on the life bus and they are always worthwhile." Class teacher, Year 6

99% teachers would recommend CLE to other schools



"A highly enjoyable experience for the children which provides 'sticky' learning because of its interactive approach" Class teacher, Year 2

"CLE is an excellent educational tool which informs the children about different aspects of their bodies and how to choose wisely." Class teacher, Year 5

Evaluating outcomes for schools -2014/15 staff questionnaire results

100% of school senior staff were satisfied with the content and delivery of CLE sessions and 97% of teachers agreed that their session was well delivered and the children were engaged. 100% of teachers agreed that the quality of the content was appropriate for the class, with 98% agreeing the quality of the content was good. 98% of teachers agreed the session met the child's needs.

100% of class teachers agreed that CLE boosted their confidence in teaching PSHE and supporting the delivery of PSHE sessions. CLE sessions were also considered to contribute to wider school practices - 92% teachers believed CLE contributed to Ofsted in regards to wellbeing, behaviour and safety.

99% of teachers stated they would recommend CLE to other schools, with one teacher stating: "Every school should have it every year."

Service evaluation and measuring outcomes

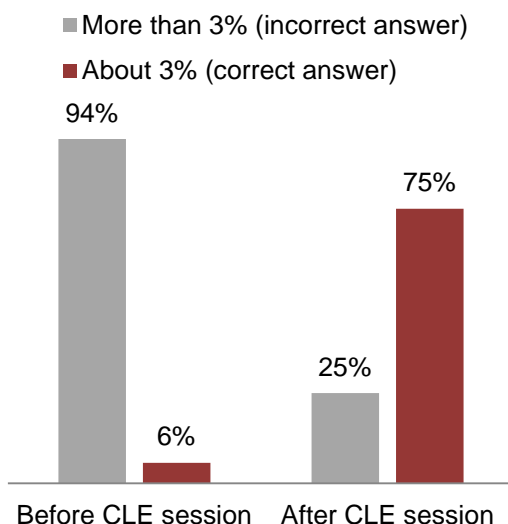
CLE continues to be dedicated to providing evidenced practice and to collecting outcomes and evaluation data from children and school staff each year. CLE has moved to 'clebase' to conduct all evaluation questionnaires. CLE uses the following evaluation processes:

- **Children's Level A questionnaires:** short surveys designed to provide every school with high level analysis of children's subjective learning experiences during a session.
- **School staff Level A questionnaire:** provides an understanding of teachers' experience of CLE sessions. In particular aimed to explore how valuable CLE is to teachers in the classroom and how CLE can be used with, and integrated into the PSHE curriculum.
- **Children's Level B pilot (pre & post) questionnaires:** provides more in-depth evidence of children's before and after knowledge to determine what was gained from CLE sessions.

Smoking social norms

This question worked well in demonstrating knowledge change. Prior to the session children over-estimated the number of 11-15 year olds in England who smoke regularly, however after the session the majority of children answered this question correctly.

What percentage of 11 to 15 year olds in England do you think smoke regularly?



Assertive behaviour

Children were asked to choose if they thought statements about assertive behaviour were true or false to assess an understanding of what assertive behaviour looks like. The majority of children had a good knowledge pre session and this slightly increased post session. Children were asked if they agreed that they knew how to be assertive. Results can be seen in the graph on the right.

Medicines

Knowledge of medicines was assessed using 'true or false' questions. 'Medicines can sometimes be harmful' was added and 'Some drugs can have both a medical and non-medical use' was changed to 'The same drug can have a medical and non-medical use.' The results showed an increase in children getting the answer right in all 4 statements apart from 'All drugs are medicines' which saw a decrease.

Level B questionnaires: pilot phase 2

A pilot evaluation of the "Friends" programme was completed in the second term of the 2014/15 school year. The pilot has been in two phases:

- **Phase 1:** the first, longer questionnaire was piloted in 2013/14 to trial questions.
- **Phase 2:** the second, refined questionnaire, based on the above, was piloted in 2014/15.

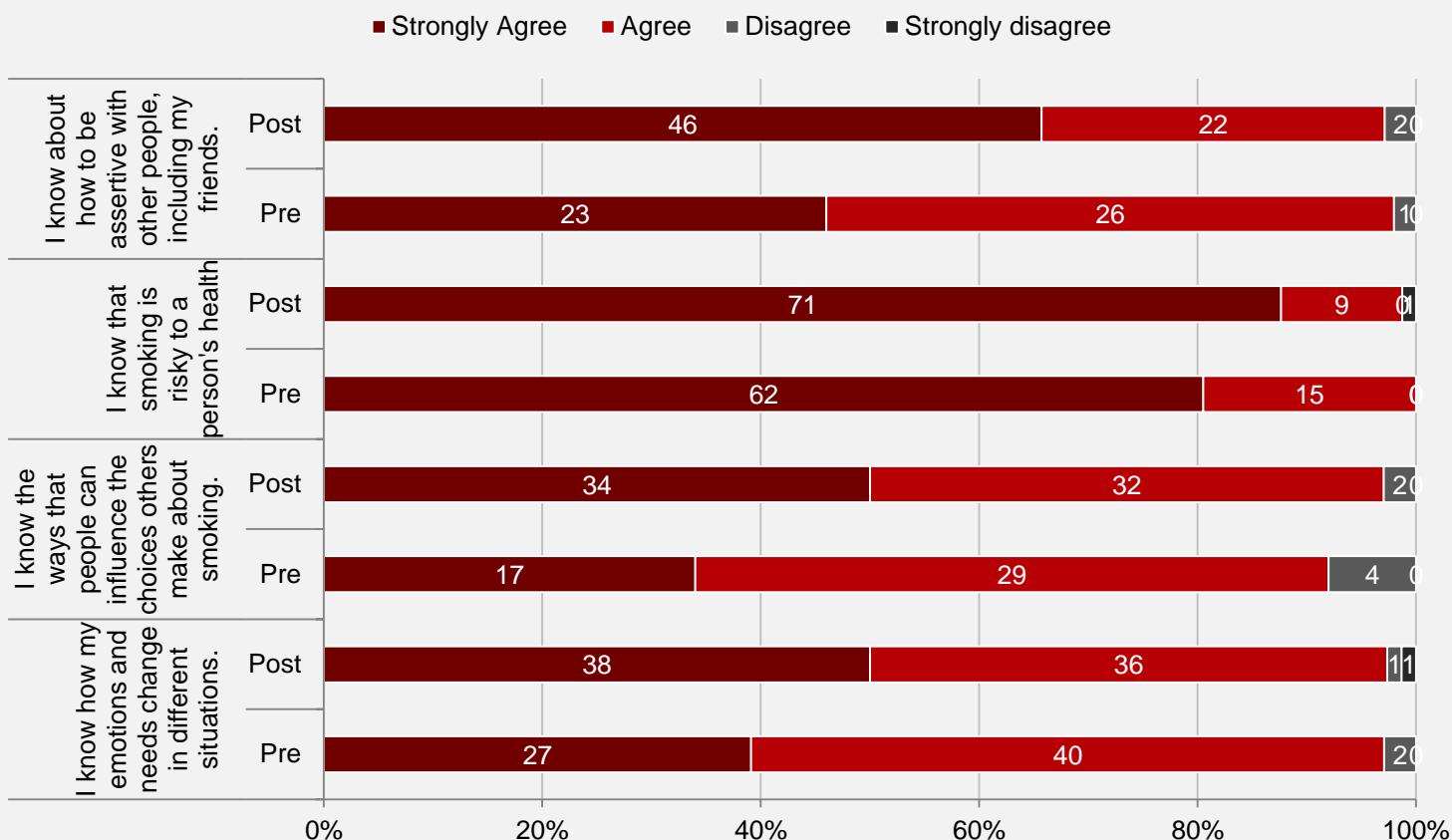
Data was collected from 89 children (40 boys, 49 girls) in Key Stage 2 (Year 5) in 3 areas - Hillingdon, Wigan and Gloucestershire.

Key findings

- Children had a good knowledge of topics pre CLE session
- There were small increases in children's understanding of assertive behaviour
- Significant knowledge change in question about smoking social norms
- Some small negative changes e.g. "All medicines are drugs"

Risky behaviour

Children were asked if 'it is illegal to sell cigarettes to people under 18' was true or false. 98% children knew pre session that this was illegal. Post CLE session 94% children knew this was illegal. Children were asked to say how much they agreed with the statements "I know the ways that people can influence the choices others make about smoking" and "I know that smoking is risky to a person's health".



Next steps

In 2015/16 CLE and Coram's Policy & Research team aim to hold focus groups with children about the Level B questionnaires to gain their feedback and understanding of the questions. The team want to continue trialling the questionnaires with the support of Professor Fiona Brooks, University of Hertfordshire.