Some Unit publications

All the prices given below include postage and packing.

Young People and Alcohol: Its use and abuse
A study of the ‘alcohol environment’ of 8,310 Year 8 and 10 pupils. It adds to evidence about age, amounts, frequency, and types of drink consumed, the report examines alcohol-related domestic aggression and its relation to family structure. £15.00

Young People in 1998 – and looking back as far as 1963
The lifestyles and behaviours of 18,223 young people aged 12-15 and 14-15 in 1998, and a ‘look-back’ at about 200,000 in the same age range that have been surveyed over the past 10 years. £20.00

Young People in 1907
The lifestyles and behaviour of 73,528 young people between the ages of 9 and 16 years. £25.00

Young People in 1906
The lifestyles and behaviours of 22,607 young people between the ages of 12 and 15 years. £20.00

Last Orders
A cross-curricular programme for secondary years on alcohol education, it includes videos with photographs, and texts. There are 21 modules suitable for work with Drama, English, Geography, History, Mathematics, Modern Languages, PE, PSHE, RE, and Science. £28.00

Cash and Carry
Young people’s reports on the carrying of offensive weapons and also sound systems and other passive procedures. In addition booklets and friends. The title refers to the unsolved link between personal income and fear of being attacked. £7.00

Ballyiff
Levels of fear of bullying at school and related items from the database of discussion links with other dimensions of lifestyle are repressed. £5.00

Young People into the Binaries (1) Doctor and Dentist, (2) Health
The survey of the decade. A study of 129,993 young people between the ages of 11 and 16 over the period 1986-1990. Note that Young People in 1909 reveals further behaviour changes in the 1990s. £2.50 for both books.

Toothbrushing in Adolescence
A detailed study of the associations between and among dental health topics such as toothbrushing, dental visits and motivations for brushing teeth, and many other dimensions such as gender, region, family size, sports activity and self-esteem. £22.00

No Worries? Young people and mental health
A study of the worries and concerns that affect young teenagers in our society, based on data collected by the Unit between 1992 and 1997. £15.00

The Assessment of Health Needs at the Community Level
How health authorities can help schools to review the needs of their pupils. £2.50

Vary Young People in 1903-5
A study of 18,002 pupils aged 9-12. Responses to the questions in the Primary Health Related Behaviour Questionnaire are presented in table form, together with commentary and statistical notes. Note that Young People in 1997 presents further primary data for that year. £20.00

Vary Young People in 1901-2
A study of 7,862 pupils aged 8-11. Responses to the questions in the Primary Health Related Behaviour Questionnaire are presented in tabular form, together with commentary. £11.50

Young People and Illegal Drugs into 2000
This report surveys all our drugs data back to 1987 and suggests that young people’s contact with drugs may have peaked in 1995-96. £5.50

Young People and Illegal Drugs in 1998
This report contains the first information derived by the Unit on habitual use, and likely frequency of use, by young people in the 15-17 age range. £7.00

Preparing for Life after Primary School
The principal sufferers of this age group are experienced primary-school teachers who have used SHEU material in their schools. They bring fresh insights into how healthy-related behaviour data can be used in primary schools, not only within the classroom and the curriculum but also outside school, between the school, the parents, and the local community. Each resource book (ranging in length from 22 to 96 pages) studies a topic from these various viewpoints, and includes an overview, suggestions for policy review and action, lesson themes, photocopiable worksheets and scenarios, and in some cases model letters. The complete series is as follows:

- Introduction (Free with all orders)
- Bullying (C12)
- Health & hygiene (C10)
- Leisure (C5)
- Streamlining (C13)
- Food & nutrition (C10)
- Personal & social (C12)
- Exercise & sport (C12)

Complete set, in slip-cases, £70.00.

Education and Health
Our journal is aimed at primary and secondary teachers, health-care professionals, and anyone else interested in the healthy development of young people. It contains articles on recent health education initiatives, relevant research finds, materials and strategies for schools, health-related behaviour data, reviews, and letters. It is now in its 18th year, during which time a great range of health topics have been included.

Education and Health is published four times per annum. The annual personal subscription is £12.50, but LEAs or health authorities willing to purchase large numbers for distribution into schools are offered special terms.

Some offers from our Bargain Basement
- Very Young People in 1995-5 + Very Young People in 1999-2, £10.00
- Young People and Alcohol + Cash & Carry + Ballyiff + Health Needs at the Community Level, £15.00
- Young People and Illegal Drugs into 2000 + Young People and Illegal Drugs in 1998, £20.00

Crash with order, please. Claims should be made payable to The Schools’ Health Education Unit.
social development for the opportunities, responsibilities and experiences of life. However, these aims cannot be fully achieved without the provision of PSHE and Citizenship.

The curriculum is concerned with supporting children’s growth and development, linked to learning and achievement. There is a clear expectation that all schools will deliver these two aims. It is essential therefore that schools examine their whole curriculum provision. Part of this consideration of the curriculum is the place of Personal, Social and Health Education, and Citizenship, which becomes a new statutory subject from September 2002.

The Framework

The Framework/programmes of study enable schools to build on what they may be doing well already and vary the depth of coverage. Schools are encouraged to be innovative and develop their own approaches to PSHE and Citizenship. They need to promote continuity, progression from prior learning and consider the values they wish to promote. The framework enables schools to reflect the three principles from the statement on inclusion, which are:

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

Schools may experience some confusion about this unified framework. Citizenship is not a subject in its own right in key stages 1 and 2. At key stages 1 and 2, Citizenship emphasises the development of social and moral responsibility and community involvement, and some of the basic aspects of political literacy, for example, knowing what democracy is and about the basic institutions that support it locally and nationally. At key stages 3 and 4 the political literacy strand gains greater emphasis and a programme of study is included.

Schools should be working towards a plan for implementation of this unified framework. They need to consider whole curriculum planning as there are different forms of curriculum provision. Schools should consider to what extent they need to make separate timetabled provision for Citizenship.

Teaching better

Schools may feel that this is yet another area to be added to an already overcrowded curriculum. But the rationale behind this unified framework is not about teaching more, but about teaching better. With clear planning schools are able to identify what is being taught and where, and how the planned provision supports the two aims of the curriculum.

Schools are helped by Standards Fund monies to develop this work available this year but may not be next year.

Schools should not lose sight of the two aims of their curriculum i.e. supporting the pupils’ growth and development, linked to their learning and achievement.

Healthy School Standard

The QCA guidance offers a framework to build upon. The National Healthy School Standard provides the vehicle for delivery. In all areas of the country LEAs are actively engaged in developing their local Healthy School Schemes in preparation for national accreditation, with the expectation that all schools will have access by 2002.

Subject leader qualifications are currently being developed to support the work of the PSHE co-ordinator. OFSTED have included this area in their inspection framework and will be inspecting it, which means that the whole subject will assume a higher importance. But all of this will take time. In the meantime schools are struggling to make sense of it all at a time when the whole national curriculum has been revised. Some subjects are fighting over time allocations and reviewing their subject plans.

“PASSPORT”

There is a ray of hope on the horizon. During July 2000 all schools, including the independent schools, will have received a copy of “PASSPORT” - A framework for personal and social development.

In its original format this was the resource on which the QCA guidance was based. PASSPORT itself has been revised and it provides a useful tool as it:

- simplifies the frameworks for PSHE and Citizenship
- complements the initial guidance for schools from QCA

Schools should provide a single framework which acknowledges curricular guidance concerned with various aspects of personal and social development.

- offers a comprehensive and systematic framework for implementing a curriculum for personal and social development
- draws together the common elements of the national initiatives that promote education concerning different aspects of pupils' personal and social development
- identifies the common core of skills, knowledge and understanding, and attitudes and values which constitute the pupils' basic entitlement to personal and social development.

It will also help schools to attain the new Healthy School Standard, which, like PASSPORT, requires that the curriculum's underpinning principles are put into practice throughout the school.

Schools should not lose sight of the two aims of their curriculum i.e. supporting the pupils' growth and development, linked to their learning and achievement.

Questions

Schools need to consider:

- What is the curriculum that their pupils need?
- Has it got a plan of action towards September 2002?
- What is the contribution of the other curriculum subjects and other activities to PSHE and Citizenship?
- How are the key stage elements broken down into year groups?
- Has staff commitment and ownership been developed?

How is this whole area being co-ordinated?

- What is the role of senior management in this?
- How are personal and social development learning outcomes to be added to existing subject schemes of work?
- How will provision be monitored to ensure that all pupils have access to opportunities for personal and social development?
- How will this all be assessed?

There will be an ongoing debate around the whole area of assessment with certain lobbies pushing for half GCSEs, formal qualifications, examinations, all which will rumble on for some time yet.

Schools should be aware of taking a stance of a too rigid model. It is widely acknowledged that knowledge is easy to assess, while skills are more difficult (but not impossible - think about subject areas such as physical education).

Attributes present another problem altogether, although teachers may be able to identify attitudinal shifts over time.

Whatever happens it is clear that schools should not lose sight of the two aims of their curriculum i.e. supporting the pupils' growth and development, linked to their learning and achievement.

Woe betide the school that fails its pupils – either as people or citizens!