



Committee	Scrutiny Committee for Education
Date	10 December 2002
Title	Scrutiny Review of Education for Citizenship
By	Chair of the Scrutiny Committee for Education
Purpose of Report	To present the final report of the Scrutiny Review of the Education for Citizenship

RECOMMENDATION:**To receive and agree the report**

1 Financial Implications

- 1.1 Recommendation 6.1 has resource implications for the Education Department if it is decided to create a video support package. Otherwise it is expected that recommendations will be absorbed within the work programmes of any teams involved.

2 Supporting information

- 2.1 The review board met for the first time on 10 September 2002. Five further meetings have been held and the Board has gathered evidence from a number of sources.
- 2.2 Citizenship is a very broad area of work in schools. The Scrutiny Committee therefore agreed to focus the Education Authority's support for work in schools on personal responsibility for health and support for equal opportunities and anti-racism work.
- 2.3 The main evidence used by the board to supplement the presentations given by officers is attached to the report as appendices. The full set of evidence is available in the members' room at Pelham House.
- 2.4 The Committee is asked to receive and approve the report, its judgements supported by the evidence reviewed, and the recommendations.

Councillor Jay Kramer
Chair, Scrutiny Committee for Community Services
November 2002

Contact Officer

Peter Davidson
Scrutiny Lead Officer

Scrutiny Review
Education for Citizenship

A Report by the Project Board

10 December 2002

Contents

	Page
1. Introduction	3
2. Context	3
3. Overview	4
4. Review method	5
5. Judgement criteria and evidence	6
6. Recommendations	8
7. Project Board	9

Appendices

Appendix 1

Pre-review Position Statement

Appendix 2

Index of supporting information and evidence used (available in the Members' Room)

Appendix 3

Timeline: PSHE Advisory Team in East Sussex. Summary of funding, role, national agendas and local developments since 1990. Includes PSHE leaflet.

Appendix 4

Timeline: Historical and legislative development of citizenship and race equality in schools/colleges in East Sussex

1 Introduction

- 1.1 At the meeting of 12 June 2002, the Scrutiny Committee for Education agreed to undertake a scrutiny review on the theme 'Citizenship Education' which would include, as key elements race equalities issues and personal social and health education. The review was conducted with a sharp focus on;
- support from the LEA for schools to instill in pupils a personal responsibility for health; and
 - measuring the effectiveness of LEA support to schools for equal opportunities and anti racism work.
- 1.2 The review assessed:
- the importance of Citizenship education in the national and local context;
 - statutory expectations;
 - research evidence; and
 - the LEA's capacity to deliver, particularly looking at partnership working, work with schools, and work with teams across the LEA.
- 1.3 Citizenship education is part of the PSHE framework in primary schools at Key Stages 1 and 2 and has been a compulsory National Curriculum subject at Key Stages 3 and 4 in secondary schools since September 2002. The National Curriculum 2000 states that schools should seek to secure for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.
- 1.4 The review has examined two definitions of Citizenship taken from the guide for senior managers and governors produced by DfES:
- "Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in schools and radiating out." (Bernard Crick, Special Adviser to the Secretary of State for Education)
- "Citizenship will enable our pupils to be active, informed citizens; able to effect change to improve their lives and their communities..." (Keith Ajegbo, Headteacher, Deptford Green School)
- 1.5 The review recognises that the successful delivery of citizenship in schools involves a multidisciplinary approach and impacts across the whole of the curriculum.

2 Context

- 2.1 The Code of Practice on LEA-School Relations, in force from 16 February 2001, gives statutory guidance on effective relationships between LEAs and maintained schools in England. The principles on which the code is based are that the self-managing, self-improving school has front-line responsibility for raising standards and that the LEA should only intervene in schools in inverse proportion to their success.
- 2.2 Schools are the key unit for delivery of the curriculum and, therefore, Citizenship. Governing bodies and head teachers are required to produce a curriculum policy setting out the principles underpinning the curriculum and reflecting the school's commitment to developing all aspects of the pupils' lives.
- 2.3 It was agreed by the review board that assessing the effectiveness of policy planning for supporting the Citizenship curriculum was an appropriate LEA activity. To achieve this, the LEA should;
- identify mechanisms for delivering the support for Citizenship;
 - evaluate the effectiveness of the delivery of support by the LEA;
 - propose a range of key indicators and expected outcomes to facilitate future monitoring of LEA implementation.

- 2.4 Further information about the context of the review is available in the pre position statement which is attached as Appendix 1.
- 3 Overview
- 3.1 The LEA works in partnership with teachers and youth workers in promoting effective personal and social development which will enable all pupils and young people to understand and value themselves and others, now and in the future.
- 3.2 The Personal Social and Health Education Advisory Team works across and is managed by two Local Education Authorities - East Sussex and Brighton and Hove. Its core team of eight is funded locally from sexual health budgets and nationally from Standards Fund money for drugs awareness education and the Healthy Schools Scheme. The team works with Health partners and Social Service partners and is involved in the Drug and Action Team activities, local teenage Pregnancy actions and the Health Improvement Plans of the Primary Care Trusts. Team members work in all schools in the LEA and create, distribute and provide curriculum support materials across a wide range of PSHE areas.
- 3.3 All LEA schools have a general awareness of the local healthy schools programme and over half are involved in related training and access the programme to secure a whole-school approach which is consistent with the national framework. Forty-four schools demonstrate a more intensive level of involvement through auditing, target setting and action planning. There are a growing number of schools who are securing full accreditation under the Healthy School Scheme which indicates major whole school involvement.
- 3.4 The level to which the LEA can monitor the successful delivery of Citizenship in schools reflects the funding sources. There are service level agreements with health partners which determine the work the PSHE team can carry out. Currently selected work features in;
- Education Development Plans for both LEAs;
 - Drug and Alcohol Action Team strategic plan;
 - local Teenage Pregnancy action plans; and
 - Health Improvement plans of Primary Care Trusts.
- 3.5 Other funding comes from the Education Standards Fund for prevention work in schools to support the reintegration of teenage mothers; Equalities and Community Safety monies from Brighton and Hove and central funding from the LEAs to support one post and shared administration costs for the whole team.
- 3.6 Ethnic Minority Pupil Service teachers are available to assess and support pupils to access the curriculum, give advice on good practice and training, facilitate home-school liaison, and provide materials. Support teachers work with minority ethnic pupils who are under-achieving, including pupils with English as an Additional Language and pupils who are seeking asylum. The service comprises peripatetic teachers and bilingual support teachers. Bilingual support teachers work with pupils in their mother tongue, provide advice on cultural and religious backgrounds, and enable schools and families to communicate with each other. Currently, bilingual support teachers provide mother tongue support in Albanian, Bengali, Cantonese, Czech, Portuguese and Russian.

- 4.1 The review took evidence from a variety of sources about LEA policy, leadership and professional delivery of support for Citizenship in schools. The review focused on three areas;
- mechanisms for supporting the implementation of Citizenship in schools;
 - citizenship and personal responsibility for health;
 - policy planning for race equality.
- 4.2 The Board also received evidence and had discussions with;
- advisers and consultants from the Education Department;
 - consultants from the Personal Social and Health Education Advisory (PSHE) Team;
 - the Education Equalities Adviser
 - the Teacher Adviser for Religious Education (RE).
- 4.3 The review board developed a set of criteria it could use for making judgements about the three strands of the scope of the review. These criteria and the evidence basis for the judgement is summarised in chart form. – shown overleaf.
- 4.4 A full list of evidence used by the review board is in appendix 2. The information is available in the Members' Room

Education for Citizenship: Judgement Criteria and Evidence

Criteria	Evidence Index		
	Mechanisms for supporting the implementation of Citizenship in schools	Citizenship and personal responsibility for health	Policy Planning for Race Equality
1. The LEA provides leadership to schools	<i>Draft and circulate policies and procedures and issue circulars to schools and governors</i>	<i>Promote national guidelines to inform local policy such as in Healthy Schools Scheme and PSHE local curriculum guidelines</i>	<i>The LEA has Appointed an Education Equalities Adviser.</i>
2. The LEA has adopted national recommendations and policies and is implementing relevant action plans.	<i>Documents and initiatives shown in the timelines for the development of citizenship and race equality, values education and PSHE Advisory Team (see Appendix 3)</i>		
3. The LEA has devised targets and takes positive steps to ensure that the workforce reflects a multi ethnic society.	<i>Education Personnel monitors the workforce work under the Race Relations Amendment Act.</i>		
4. Training programmes for LEA staff and for teachers are under way	<i>Training programmes run alongside the introduction of key curriculum initiatives</i>	<i>The PSHE presentation to the board. Comments from Peacehaven School about the support from PSHE team. Healthy Schools Scheme Development Folder</i>	<i>Training for schools producing anti-racism policies. Staff Seminars, Autumn 2002. Racist Incident Reporting. Primary Heads Annual Conference featured Global Citizenship, November 2002</i>
5. The LEA manages and supports projects for schools to broaden the curriculum.	<i>Information in the summary of the Ofsted reports for 28 primary schools Healthy Schools Development Folder Offer support to Schools' Councils through Community Education</i>		<i>Cultural Diversity and Responsibility. Equalities Timeline (see Appendix 4). Video – 'Nothing Serious'</i>
6. Procedures are in place to monitor progress, and the LEA takes action to support its policies.	<i>Presentation to the board. Section 8 of the Moderated Schools Self Review scheme.</i>	<i>Presentation to the board. Section 5 of the Moderated Schools Self Review scheme.</i>	<i>Section 4 of the Moderated Schools Self Review scheme. Racial Incident Reporting Form</i>
7. There are links between other agencies, services and departments, and strategies are co-ordinated.	<i>Links to Sussex Police through 'Inspire' publication and Drug and Action Team</i>	<i>Links to PCT Partnership working with Brighton & Hove. Healthy School Partnership Steering Group.</i>	<i>Sompriti. Departmental Equalities Group links to Corporate Equalities Group</i>
8. There is the capacity to improve through political leadership, commitment to inter-departmental work, partnerships with agencies and schools, and links into minority ethnic communities	<i><u>Strong Leadership from the Lead Member for Education</u></i>	<i>Nearly all schools have Sex and Relationship and Drug and Alcohol policies in place that are voluntarily based on the guidelines issued by the LEA</i>	<i>Positive initiatives such as the Action Plan for Race Equality.</i>

5 Judgements against the criteria

- 5.1 The LEA provides good leadership to schools by drafting and circulating clear policies and procedures. (Criteria 1)
- 5.2 The LEA has adopted Ofsted and national recommendations/policies and is implementing action plans which respond to both the recommendations and the policies. (Criteria 2)
- 5.3 The LEA is completing the staffing profile and monitoring the workforce. This will enable targets to be set by April 2003 in line with the corporate equalities plan and the Race Relations Amendment Act. (Criteria 3) However, the review board agreed that better and wider use of multi-racial images, which do not reinforce stereotypes, should be incorporated in all departmental publicity. This would help to create a welcoming environment for all applicants and send out a clear message to all staff. Similarly the development of a web-based Citizenship and equalities information base would enhance the LEA's efforts to change attitudes.
- 5.4 Staff training has been innovative and well received and has been evaluated as good or very good by sixty percent of participants. There is active engagement by schools in training opportunities which lead to secure outcomes and follow up action. (Criteria 4). However the review board thought that the use of a video featuring Brighton and Hove pupils may continue to foster the 'it doesn't happen here' attitude which the LEA is keen to challenge and would like to see material specifically made with and for East Sussex pupils.
- 5.5 The LEA manages and supports projects for schools which are broadening the curriculum. Increasingly curriculum projects are recognising the differences in the traditions of cultural and faith groups and are supporting anti-racist work. (Criteria 5). However the review board thought that the Healthy School Development Folder would benefit from the addition of further sections to cover areas like teenage pregnancy, the role of fathers, parenting skills and navigating the national health service and the value of screening. The review board discussed these areas with representatives of the PSHE team who agreed to consider these additions for the future.
- 5.6 The LEA is putting into place more extensive procedures to monitor progress and hence secure further action. (Criteria 6) However, these procedures will not be fully adopted by schools until September 2003 and the review board was uncertain about the full impact of support programmes on changing behaviours and influencing attitudes.
- 5.7 There are good links between other services and departments, and strategies are co-ordinated. (Criteria 7)
- 5.8 There is the capacity to improve through political leadership, commitment to inter-departmental working work, partnerships with agencies and schools, and links into minority ethnic communities. (Criteria 8) However there are still sections of the minority ethnic community in East Sussex which experience racism and remain outside the reach of LEA intervention and support.
- 5.9 The LEA has responded to the Ofsted 2001 report with an action plan. This action plan is currently meeting its targets and objectives and is being audited by the Education Department Equalities Group.

6 Recommendations

- 6.1 The Education Department Equalities Group should explore the resourcing of a project to engage schools and communities in the production of an anti-racist video, with an accompanying booklet and poster and supported by a training programme for staff in schools and for governors by March 2003. (Criteria 5.5)
- 6.2 The Education Equalities Adviser should secure a meaningful web presence on the e-zone supporting citizenship and equalities by March 2003. (Criteria 5.8)
- 6.3 The LEA should use positive multi-racial images on publicity, particularly admissions information, with immediate effect. (Criteria 5.3)
- 6.4 The Education Department through its strategic partner should ensure that all governing bodies are provided with information and training opportunities to ensure they meet their responsibilities in respect of effective multi-racial recruitment and retention, equalities and citizenship by November 2003. (Criteria 5.8)
- 6.5 The Education Department should explore the capacity of the PSHE team to develop further aspects of personal and health education related to the Healthy School Development Folder by March 2003. (Criteria 5.6)
- 6.6 The PSHE team should develop evaluation packages to help schools to monitor and assess the impact of personal responsibility for health and anti racist policy projects. These assessment tools should examine the effectiveness of outcomes and possible behaviour changes and work will start from April 2003. (Criteria 5.6)

7 Project Board

Councillor Jay Kramer (Chair), Councillor John Garvican and Councillor Olive Woodall were the Review Board.

Jeremy Taylor, Diocese of Chichester Board of Education, received all the papers during the review.

7.1 Review officers:

Project Manager/Scrutiny Lead Officer: Peter Davidson Tel. (01273) 482511

Project Officer: John Lace Tel: (01273) 481366

Scrutiny Support: Sam White Tel: (01273) 481581

Health Education for Citizenship contacts Marilyn Stephens, Chris Owen

Race Equality Policy Planning contacts John Lace, Tony Hill, Jackie Whitford, Shaila Sheikh

Schools contact Charlotte Gravestock (RE Curriculum)

Local Education Authority contact John Lace

Unions As PID circulation list

Related Provision: Partners in Health Care delivery
Primary Care Trust
Citizenship Curriculum

Peter Davidson
Scrutiny Lead Officer

Scrutiny Review of Education for Citizenship

This pre-position statement aims to provide an understanding of the current and future support provided by the LEA for the delivery of Citizenship, personal health and racism in East Sussex maintained schools.

The LEA has supported citizenship in schools through work of the:

Personal, Social and Health Advisory Teamⁱ (PSHE)
Standing Advisory Council for Religious Educationⁱⁱ (SACRE)
School Improvement Serviceⁱⁱⁱ
Traveller Education Service^{iv}
Ethnic Minority Pupil Service^v
International Links Officer^{vi}
Community Education^{vii}

1. Statutory remit and legislative framework

1.1. The **Code of Practice on LEA-School Relations**, in force from 16 February 2001, gives statutory guidance on effective relationships between LEAs and maintained schools in England.

1.1.1. The principles on which the **Code** is based are:

- the self-managing, self-improving school has front-line responsibility for raising standards
- the LEA should only intervene in schools in inverse proportion to their success.

1.2. Under Section 6 of the **School Standards and Framework Act 1998**, each Local Education Authority has a duty to prepare an **Education Development Plan** (EDP) for its area.

1.3. Every LEA has a Statutory duty to establish and fund a **standing advisory council for religious education (SACRE)**. The main remit of the SACRE is to advise the LEA on the locally agreed RE syllabus and other matters relating to Religious Education in community schools, Collective Worship and provision for spiritual, moral, social and cultural development.

1.4. Schools are the key unit for delivery of the **curriculum** and therefore **citizenship**.

- Under the Terms of Reference Regulations (2000), governing bodies and head teachers are required to produce a curriculum policy^{viii}.

- The policy should set out the principles underpinning the curriculum and reflect the school's commitment to developing all aspects of their pupils' lives.
 - It allows schools to state values and aims as well as the general principles governing their approaches to issues such as inclusion and cross curricular learning.
 - Within the school curriculum, the National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. It also makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects it includes.
 - Schools must under the Race Relations (Amendment) Act 2000:
 - prepare and publish a race equality policy
 - monitor and assess how their policies affect ethnic minority pupils, staff and parents; the emphasis here is on pupils' achievements
2. The extent of the LEA services provided to support citizenship in schools is primarily determined by the nature and location of available financial resources and the level of need.
3. Key policies objectives (national and local) for Citizenship
- Citizenship education is now part of the Personal, Social and Health Education^{ix} with a non-statutory Citizenship framework in primary schools and is a compulsory National Curriculum subject from September 2002 in secondary schools.
 - Governing bodies must prepare and maintain a written statement of their race equality policy from 31 May 2002 and have arrangements in place for meeting their duties as soon as reasonably possible.
 - Governing bodies of maintained schools providing primary education must decide whether sex education should be included in their school's curriculum and, if so, what it should consist of and how it should be organised. They must keep a written record of their decisions.
 - All maintained schools providing secondary education must provide sex education (including education about HIV and AIDs and other sexually transmitted diseases). All maintained schools should teach human growth and reproduction as set out in the National Curriculum.
 - All governing bodies must have a written statement of whatever policy they adopt on sex education, and make it available free to parents. The LEA, governing body and

head must also make sure that any sex education is provided in a way that encourages pupils to consider morals and the value of family life.

- Certain parts of drug education – the effects of solvents, alcohol, tobacco and other drugs on body functions - are a compulsory part of the National Curriculum science. It is for individual schools to consider whether, and if so how, they might wish to extend the provision for drug education beyond this
- The DfES believe that all schools will benefit from drawing up a school policy on preventing drug misuse. This should make clear each school's commitment to tackling drug abuse. It should set out the aims of the school's programme of drug education, and summarise their policy on what to do if drugs or drug taking are discovered.
- Local Drug Action Teams (DAT) are key multi-agency team which ensures that effective drug policies are put in place in schools and other settings.
- Learning about citizenship for young adults aged 16 to 19 builds on the experiences and achievements that have been part of their whole time in school. Citizenship at this age seeks to take into account young peoples' widening responsibilities, greater freedom and their need to consider the role models they offer younger people.
- Support for the National Healthy School Standard

4. Local policy objectives for citizenship are contained in the local plans:

4.1. Education Development Plan 2002 – 07 ^x

PRIORITY 8: Global citizenship

Action to combat racism and support for the citizenship curriculum in schools

4.2. Education Business Plan 2002 – 03

- **Community Education** – “ to provide informal educational opportunities to empower young people within the target range to understand and act on personal, social and political issues which affect them and their communities.”
- **Ethnic Minority Pupil Service** – “ provide additional support for under-achieving ethnic minority pupils”
- **School Improvement Service** – “ challenge and support schools to maximise teaching and learning [within] a broad and balanced education for all pupils and students”
- **Traveller Education Service** – “ support equality of educational access, participation and outcome for Traveller children and families residing in and resorting to East Sussex”

- 4.3. Post LEA OfSTED Inspection action planning
- 4.4. East Sussex Early Years Development and Childcare Plan
- 4.5. PSHE Business Plan
- 4.6. SACRE Business Plan
- 4.7. DAT Business Plan

5. Planned levels of intervention and support

The 1988 introduction of the National Curriculum left citizenship outside the statutory curriculum and schools were encouraged to 'map' it across National Curriculum subjects. In 1999 the Secretary of State for Education announced that three interrelated strands should underpin a new programme of citizenship education. They are:

- Social and moral responsibility
- Community involvement
- Political literacy

The citizenship programmes of study are light touch and flexible, allowing schools to plan and develop a curriculum that:

- builds on what they are already doing,
- is relevant to pupils and students,
- is investigative and promotes critical thinking,
- relates to the pupil's and student's backgrounds and
- provides them with opportunities to discuss and address real-life issues
- identifies participation in activities that make a difference in their schools and the wider community

The Education Department supports schools in ensuring that:

- they understand the essential characteristics and substance of citizenship education and engages in a considered discussion about the implications of the introduction of citizenship for the curriculum and individual subjects
- whatever approach is adopted there is the necessary capacity to take up the teaching and learning styles and the content for secondary schools
- teachers are aware of the range of support materials
- assessment and reporting arrangements are considered

The National Curriculum statement of values on which schools should base their teaching and the school ethos helps create a framework for support and guidance.^{xi}

6. Resources managed

□ **Funding sources:**

- Standards Fund - DfES
- Sexual Health – Health Authority
- Local priority funding – support for EDP and Business Plans

7. Key activities managed within the Education Department:

- PSHE team
- RE Teacher adviser
- Humanities strategic curriculum support
- Strategic cross-curriculum support from School Improvement Service
- Education Equalities Adviser
- Ethnic Minorities Pupil Service
- Travellers' Education Service
- International Links Officer
- Community Education

8. Departmental links

- Social Services – particularly in areas of sexual health and drug education

9. Service links to other agencies

- Primary Care Trusts as successors to the East Sussex Health Authority – these links are primarily through the PSHE team
- Police – Drug Action Teams
- District Councils – Crime and Disorder Partnerships, Community Against Drugs – PSHE and Community Education
- Education Action Zone (Hastings)
- Voluntary Sector, Sompriti, Black & Minority Ethnic Community (Hastings and Rother), Pestalozzi Children's Village Trust
- International and national links through international links officer

Endnotes

Appendix 2

Further evidence to support the Board's judgements was gathered. This material is available in the Members' Committee Room.

1. Report from Education Personnel – supporting anti-racist policy and planning
2. Primary and Secondary Ofsted Reports - summary of comments from reports
3. A guide for senior managers and governors – Citizenship at KS 3 and 4 from DfES
4. Healthy School Development Folder
5. Equal Opportunities in Schools and Colleges – a framework for development
6. Moderated Schools Self Review Scheme
7. Primary and Special Schools Head teachers Conference November 2002 Evaluation report
8. Ofsted Action Plan
9. Staff Seminar November 2002 Evaluation sheet
10. Personal Social and Health Education, Curriculum Framework Key Stages 1-4 Revised Edition 2001, PSHE team
11. Personal Social and Health Education, guidance for the Foundation Stage, PSHE team
12. Personal Social and Health Education, Scheme of Work Stages 1-2 Revised Edition 2001, PSHE team
13. National Healthy School Standard , Getting Started , a guide for schools
14. Young People in East Sussex and Brighton and Hove, Survey Report of health related behaviour amongst 14-15 year olds
15. DfEE Circular 4/95 Drug Prevention and Schools
16. Drug and Alcohol Education , update and extensions 2002, PSHE Team

17. Drug and Alcohol Education Guidelines for Schools, revised and updated 2002 PSHE team
18. East Sussex Drug and Alcohol Action Team, Young People's Substance Misuse Plan 2002-2004
19. Quality Standards for PSHE and Citizenship, supporting self-evaluation in primary and special schools, PSHE team
20. Quality Standards for PSHE and Citizenship, supporting self-evaluation in secondary schools, PSHE team
21. Cultural Diversity and Identity Key Stage 1 PSHE team
22. Cultural Diversity and Social Justice Key Stage 2, PSHE team
23. Education for Citizenship and the teaching of Democracy in schools, final report of the Advisory Group on Citizenship 1998, DfEE
24. Passport, A framework for personal and social development, Gulbenkian Foundation, 2000
25. The Sexuality Project, PSHE team
26. Sex Education ,guidelines for Youth Service , East Sussex Advisory and Inspection Service
27. Sex and Relationship Education (SRE) Scheme of Work Key Stages 3-4 update and extensions 2002, PSHE team

Appendix 3

PSHE ADVISORY TEAM in East Sussex. October 2002

Summary of funding, role, national agendas and local developments since 1990

1. **The Personal Social and Health Education (PSHE) Advisory team is managed by two Local Education Authorities - East Sussex and Brighton and Hove and is currently based with the School Improvement Service for East Sussex and the newly formed Social Inclusion Team for Brighton and Hove.**
2. **Core team of 8 (4 FT) with additional project workers. Funding for 3 posts is from local sexual health budgets (since 1991); 4 posts - National Education Standards Funds for drugs (since 1992/3) and 1 post national Healthy School Scheme (1999)**
Monitoring processes reflect funding sources (i.e. SLA with Health partners)

and selected work features in the Education Development Plans for both

LEAs and others include the Drug and Alcohol Action Team strategic plan,

local Teenage Pregnancy action plans and in the Health Improvement plans

of Primary Care Trusts.
3. **Other funding includes contribution from Education Standards Fund for Reintegration of Teenage Mothers; Equalities and Community Safety monies from Brighton and Hove and central funding from the LEAs to support one post and shared administration costs for the whole team.**
4. **Services offered by the team** – see leaflet attached as Appendix A
5. **Timeline:**
1987 2 Advisory Teachers for PSHE (LEA and national Drug Education funding)
 - *Education reform Act 1986 and DES circular 11/87: Sex Education*
 - *Health Education 5-16. HM1 Series. 1989*
1990 County Adviser for PSHE appointed (LEA funding)
 - *National Curriculum guidance 5 : Health Education 1990*
1992 Funding from the Health Authority to add 3 teacher advisers to support the development of effective sexual health education in all schools as part of planned and developmental PSHE. (HIV/Sexual Health budget)
 - *Health of the Nation White paper (HIV/STDs/unwanted pregnancies) 1992*
 - *HIV and AIDS: A Guide for the Education Service DES 1991*

1993-6 Major documentation produced giving guidance to schools on SRE (including HIV issues), Drug Education and a Curriculum Framework and Scheme of Work for PSHE for all Key Stages. (Included a strand 'Rights, Responsibilities and Citizenship')

- *Sex Education in schools DFE 5/94*
- *Drug Prevention and Schools DFE 5/95*
- *Drug Education: Curriculum Guidance for Schools SCAA 1995*
- *Protecting Children from Abuse DfEE 10/95*

1996 Joint Action Drugs Consortium began and Project Coordinator appointed with emphasis on early intervention work with at risk groups, work with parents and innovative projects in schools e.g. Heathfield and Uplands ran a Peer Education scheme for 5 terms in 1997

1999 Healthy Schools Scheme began in local EAZ schools, with coordinator appointed in 2000. Co-managed with Health Authority. 70 schools involved across both LEAs by 2002 with national accreditation in 2001. Steered by local multi-agency partners. Pilot schools in Hastings and West St. Leonard's included Hillcrest; Filsham Valley; The Grove; St. Paul's; Silverdale and Sidley. Later schools included Willingdon, Meeching Valley and The Manor, Uckfield.

- *National Healthy School Scheme - Getting Started 2000*
- *Standard for SRE 2001*

1999-2002 Citizenship materials enhanced e.g. Cultural Diversity teaching packs produced for Key stage 1 and 2 with local schools; Schools Council booklet. A young people's consultation project about SRE run jointly with the PCT is to begin at The Grove school in Oct 02. Education Equalities Adviser appointed 2002 and based with the PSHE Advisory team.

- *QCA Curriculum Guidance 2000 – PSHE and Citizenship*
- *Race Relations Amendment Act – 2001*

2001-2 Quality Standards documents for PSHE and Citizenship in Secondary, Primary and Special schools were produced

1999-2002 Materials and projects developed to meet the social inclusion agenda : Alternatives to Exclusion (ALTEX), e.g. with Heathfield; Teenage Pregnancy Prevention Project (TP3) e.g. with Tideway, ECT, Thomas Peacock; Sexuality Project e.g. with Seaford Head and others within the joint action drugs consortium such as The Listening Service at William Parker. Local multi-agency partners continue to influence and be influenced by the PSHE team.

- *Social Exclusion Unit's Report on Teenage Pregnancy 1999*
- *Social inclusion – pupil support DfES 10/99*
- *Connexions – 2000*

2002 SRE and Drug and Alcohol Education Guidelines updated.

- *SRE Guidance for Schools – DfEE (Circular 0166/2000)*
- *National Sexual Health Strategy – 2002*

- *The Right Approach – Quality Standards in Drug Education, DrugScope 1999*
- *Sex and Relationships – OFSTED 2002*

6. National Recognition of the Team's work

1997 Southern Regional Healthy Alliances Award for outstanding work in Sexual Health

1998 Joint Action Drugs Consortium – Innovative projects cited as example of best practice by DFE

2001 Accreditation of the local Healthy School Scheme ‘a uniquely excellent scheme’

2002 National Teenage Pregnancy Unit's response to the local East Sussex Strategy ‘outstanding work in SRE by the PSHE Advisory Team’

2000-2 Secondment of team member to support work at DfES in the accreditation of teachers of SRE

1992-2002 Representation on national bodies e.g. National Drugs Ed. Forum, Home Office Working Party, and invitations to work jointly with and contribute to the work of national associations, e.g. Jewish AIDS Trust; Passport Project (before submitting to QCA); National Theatre; Sex Education Forum (work on Pupil Referral Units) and National Children's Bureau (invited to join national group exploring assessment and PSHE and Citizenship).

7. Monitoring of the Team's work

Evaluation of training (school based and centrally located) and consultation with teachers in schools takes place during and after each event. See attached from Peacehaven Community School.

Data is compiled to show policy development in schools, (e.g. all East Sussex Secondary Schools and 95% Primary Schools have SRE policies); curriculum planning; parent and governor training and involvement with projects.

Some projects are evaluated to show responses from students and a national survey questionnaire has been used locally to give a picture of health related behaviour in a sample of students in east Sussex and Brighton and Hove. (1999 Exeter Survey)

The local Healthy School Scheme is about to put into place the accreditation of participating schools using a gold/silver/bronze scale, following national guidance.

SRE work funded by the Health Authority/PCTs is agreed with specific targets linked to national and local sexual health strategies. Monitoring meetings take place and funding has been in 2 yearly cycles through a commissioner for sexual health services. Monitoring is also through EDP; Children's Strategy and national targets in DAAT and Teenage Pregnancy Strategy.

**IMPACT OF PSHE ADVISORY TEAM AT PEACEHAVEN
COMMUNITY SCHOOL**

The PSHE team have been a constructive, positive and enabling force at Peacehaven Community School. They have worked hard to develop a creative, imaginative and educational programme of activities drawing upon the expertise of staff and extending their opportunities for professional development. Support has been given in the delivery of three whole school theme days on friendship, drugs, sex and relationships. Staff and student feedback from all three days has been incredibly positive with evaluations of each day used to improve the next. It was encouraging to see the growing confidence of staff in delivering PSHE, building on the staff training sessions. Some staff were empowered by the team to deliver a number of professional development sessions to other staff with the PSHE team supporting and leading on other occasions.

Student response to PSHE has been most encouraging, with students willingly participating in a range of activities, developing a variety of skills and reflecting deeply on a range of issues. The maturity of students in dealing with such complex ideas and the ways they have found language to express themselves has been impressive. The work of the team has helped to improve student confidence and extend personal, as well as social education across the school. PSHE has now been firmly established within the curriculum and the school is now committed to delivering three theme days a year for each year group and regular PSHE lessons. It is hoped that the professional relationship established with the team will continue and lead to further developments in PSHE at Peacehaven Community School.

Tom Newlands (30/09/02)

Appendix 4

Timeline showing historical and legislative development of citizenship and race equality in schools/colleges in East Sussex

Date	Activity	Source
April 1997	A school with a view developing racial harmony – Teachers’ manual *	East Sussex
Summer Term 1998	Equal Opportunities in Schools and Community Colleges: A framework for development	East Sussex LEA
Summer 1999	Good Practice and Guidelines for dealing with Racial Harassment in Schools – re-launch	East Sussex LEA
Autumn Term 1999	Cultural Diversity & Social Justice - Key Stage 2 Years 5 & 6 – Scheme of work and resources*	East Sussex & Brighton & Hove PSHE Team
Summer term 2000	Initial guidance for schools on implementation of the Citizenship Framework Key Stage 1 & 2, its links with National Healthy Schools Standards and the programmes of study for Key Stages 3 & 4*	QCA
September 2000	Developing a global dimension in the school curriculum	DfEE
Autumn Term 2000	Cultural Diversity & Identity – Key Stage 1 Years 1 & 2 – Scheme of work and resources*	East Sussex & Brighton & Hove PSHE Team
April 2001	Citizenship education: the global dimension – Guidance for Key Stages 3 & 4	Development Education Association supported by DfEE/DFID
Summer Term 2001	Guidance for the Foundation Stage – PSHE *	East Sussex & Brighton & Hove PSHE Team
Summer Term 2001	Scheme of Work Key Stages 1-2 Revised Edition 2001 – PSHE*	East Sussex & Brighton & Hove PSHE Team
Autumn Term 2001	Curriculum Framework key Stages 1-4 Revised Edition 2001*	East Sussex & Brighton & Hove PSHE Team
December 2001	Code of Practice on the duty to promote Race Equality – consultation draft – including a guide for schools	Commission for Racial Equality
January 2002	East Sussex Education Development Plan 2002 – 2007 – Priority 8: Preparing for Global Citizenship	East Sussex LEA
January 2002	Circular 10/02 – to advise schools of their statutory obligations under the Race relations (Amendment) Act 2000	East Sussex Education Personnel

January 2002	Hastings and Rother Black and Minority Ethnic project meeting with Director of Education	LEA
January 2002	Appointment of Racist Incident caseworker for East Sussex	LEA
April 2002	Sompriti meeting with Director of Education	LEA
April 2002	Advertising for and selection of Education Equalities Adviser to take lead in addressing the demanding equalities agenda facing the local education authority	LEA
Summer Term 2002	4 twilight sessions for headteachers and senior managers on Race Equality	East Sussex School Improvement Service
Summer Term 2002	Racist incident caseworker presentation to Special, primary (4) and secondary headteachers at regular meetings	
June 2002	Code of Practice on the duty to promote Race Equality – guidance – including a guide for schools	Commission for Racial Equality
July 2002	Circular 144/2002 – updating information on Racial Equality	School Improvement Service

ⁱ The PSHE Team work in partnership with teachers and youth workers in promoting effective personal and social development which will enable all pupils and young people to understand and value themselves and others, now and in the future.

ⁱⁱ SACREs are statutory bodies charged with responsibility for advising local education authorities (LEAs) on religious education (RE) and collective worship, their work in supporting teachers and schools in implementing the local agreed syllabus, developing and implementing effective schemes of work and promoting other curriculum development activities in RE impacts significantly on citizenship activities.

ⁱⁱⁱ The principal focus of this service is school improvement through advice, support and challenge for all schools to improve the quality of learning and teaching and to raise standards of achievement. Support for professional learning and development to secure and build upon school development is available through consultancy.

^{iv} The service exists to support the educational entitlement of Traveller pupils in East Sussex and consists of peripatetic teachers Traveller Welfare Officers and pre school workers. We help families and pupils to find a school place and can give advice and support to the school to ensure successful inclusion and pupil achievement. We can give advice and training on legislation and race awareness relating to Traveller pupils. We have a resource base with artefacts, books and curriculum materials which can be loaned to schools.

^v The brief of the Service is to support ethnic minority pupils who are under-achieving, including EAL pupils and pupils who are seeking asylum. The Service comprises peripatetic teachers and Bilingual Support Officers. EMPS teachers are available to assess and support pupils to access the curriculum, give advice on good practice and training, facilitate home-school liaison, and provide materials.

Bilingual Support Officers (BSOs) work with pupils in their mother tongue, provide advice on cultural and religious backgrounds, and enable schools and families to communicate with each other. Currently, BSOs provide mother tongue support in Albanian, Bengali, Cantonese, Czech, Portuguese and Russian.

^{vi} Facilitation of teacher exchange programmes and international link activity. The promotion of European and international linking through advice of study visits abroad, funding initiatives and curriculum development work.

^{vii} The aim of Community Education is to assist individuals and communities to make informed decisions; to improve life chances, life choices and life experiences of the people of East Sussex; and to complement and supplement more formal educative processes.

^{viii} The school curriculum comprises all learning and other experiences that each school provides for its pupils. For maintained schools (except special schools established in a hospital) this includes the National Curriculum, religious education, collective worship, sex education and careers education. The school curriculum has two aims: to provide opportunities for all pupils to learn and achieve; and to promote pupils' spiritual, moral social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. These two aims are reflected in section 351 of the Education Act 1996, which requires all maintained schools to provide a balanced and broadly based curriculum to meet these aims.

^{ix} PSHE provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating social exclusion and disaffection and can equip young people with the skills and attitudes needed to react positively to the pressures of modern life.

Head teachers and senior managers should:

- review the school's personal, social and health education (PSHE) curriculum regularly
- consider a development plan for PSHE
- consider how involvement in community life beyond the school can contribute to the requirements
- determine the training and resource needs.

The new PSHE framework gives PSHE greater status and recognition in the curriculum. The health education and citizenship education strands are brought together in a coherent national framework. PSHE and citizenship will be taught together at Key Stage 1 and 2; at Key Stages 3 and 4, from September 2002, citizenship will be taught as a foundation subject separately from PSHE.

x x East Sussex's school improvement programme has been drawn up against the background of a broad vision for schools and education in East Sussex in 2007 discussed and formulated with schools. Our vision is one in which:

- **Performance across the LEA is at the level of the best for similar authorities, at all levels of ability – while retaining a broad and balanced education for all pupils and students.**

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- **All schools are “learning schools” in which all staff are encouraged to keep learning, developing and refreshing their skills**
 - **There is a high level of collaboration and partnership amongst schools and with other services**
 - **Schools are the focus for, and are supported by, a wide range of services supporting children and families in their local community**
 - **All schools are inclusive, so that all parents and carers who want it can secure a mainstream education for their child and be confident that their child’s needs will be fully met**
 - **There is more risk taking and innovation at all levels**
 - **There is a sophisticated approach, in schools and across services, to listening to, and acting upon, the views of pupils and parents. All parties benefit from mutual trust and support**
 - There is a cultural shift, with communities much more aware of cultural diversity and equalities issues

^{xi} The statement of values

The self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values, we should:

- develop an understanding of our own characters, strengths and weaknesses
- develop self-respect and self-discipline
- clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- take responsibility, within our capabilities, for our own lives.

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

On the basis of these values, we should:

- respect others, including children
- care for others and exercise goodwill in our dealings with them
- show others they are valued
- earn loyalty, trust and confidence
- work co-operatively with others

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- respect the privacy and property of others
 - resolve disputes peacefully.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

On the basis of these values, we should:

- understand and carry out our responsibilities as citizens
- refuse to support values or actions that may be harmful to individuals or communities
- support families in raising children and caring for dependants
- support the institution of marriage
- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- help people to know about the law and legal processes
- respect the rule of law and encourage others to do so
- respect religious and cultural diversity
- promote opportunities for all
- support those who cannot, by themselves, sustain a dignified life-style
- promote participation in the democratic process by all sectors of the community
- contribute to, as well as benefit fairly from, economic and cultural resources
- make truth, integrity, honesty and goodwill priorities in public and private life.

The environment

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

On the basis of these values, we should:

- accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature
- understand our responsibilities for other species
- ensure that development can be justified
- preserve balance and diversity in nature wherever possible
- preserve areas of beauty and interest for future generations
- repair, wherever possible, habitats damaged by human development and other means.

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* all accompanied by teacher INSET sessions
