



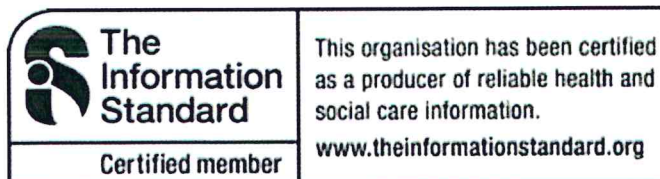
Evaluation of Coram Life Education in St John's Green Primary School

Visit date: 22-23 February 2016

The Life Bus really benefits the children and the inclusive approach ensures that all children can access the programme. The way in which Nancy engages with the children (remembering their names so quickly!) really helped the class feel safe, secure and listened to.

Class teacher, Year 2

This report was produced on April 30, 2016 using data collected up to this time and template version 1.02



1 Summary

Coram Life Education Essex and East Herts helps children in this area to learn about making healthy choices. We are a recognised Branch of the UK's leading health and drug education programme, Coram Life Education.

Coram Life Education and its Delivery Partners reach over 800,000 children every year in over 3,500 primary and secondary schools, teaching life skills to children aged 3-16 years old through fun, interactive and age-specific activities.

Coram Life Education helps children make healthy choices by working with schools to support and contribute to their existing provision for PSHE, including children's health and well-being, behaviour and safety. This report presents the findings of an online questionnaire-based evaluation for the Coram Life Education programme based in St John's Green Primary School. It presents findings from data collected up to April 30, 2016. 82 children and 8 teachers took part in the online evaluation during this period.

The key findings demonstrate that Coram Life Education sessions have increased health knowledge and life skills for children and positively altered attitudes about health-related practices among their peers. In particular:

- 93% of children surveyed on the "Decisions" (10-11 year-olds) programme know that it is not true that legal drugs do not cause any harm,
- 89% of children surveyed on the "Decisions" (10-11 year-olds) programme know that all drugs (legal, illegal and medical) can be harmful if not used correctly,
- 82% of children surveyed on the "Decisions" (10-11 year-olds) programme know that most 11 to 15 year-olds have never had a drink of alcohol (e.g. a whole can, bottle or glass),
- 100% of children surveyed on the "Decisions" (10-11 year-olds) programme know that there are fewer young people who drink alcohol now than 10 years ago,

- 89% of children surveyed on the "Decisions" (10-11 year-olds) programme know that it is best to be assertive by doing things like speaking clearly with a friendly and calm voice, repeating your points and explaining your reasons,
- 96% of children surveyed on the "Decisions" (10-11 year-olds) programme agreed or strongly agreed that they understand the risks of drinking alcohol,
- 93% of children surveyed on the "Decisions" (10-11 year-olds) programme agreed or strongly agreed that they understand better some of the laws about drugs,
- 77% of children surveyed on the "Friends" (9-10 year-olds) programme know that all medicines are drugs,
- 86% of children surveyed on the "Friends" (9-10 year-olds) programme know that medicines can sometimes be harmful,
- 86% of children surveyed on the "Friends" (9-10 year-olds) programme know that it is against the law to sell cigarettes to people under 18 years old,
- 82% of children surveyed on the "Friends" (9-10 year-olds) programme know that it is best to be assertive by doing things like speaking clearly with a friendly and calm voice, repeating your points and explaining your reasons,
- 100% of children surveyed on the "Friends" (9-10 year-olds) programme know that only 3% of 11-15 year-olds in England regularly smoke,
- 68% of children surveyed on the "Friends" (9-10 year-olds) programme agreed or strongly agreed that they know the ways that people can influence the choices that others make about smoking,
- 95% of children surveyed on the "Friends" (9-10 year-olds) programme agreed or strongly agreed that they know that smoking is risky to a person's health,
- 95% of children surveyed on the "Friends" (9-10 year-olds) programme agreed or strongly agreed that they know more about how to be assertive with other people, including their friends,
- 97% of children surveyed on the "Feelings" (6-7 year-olds) programme said they know what their body needs to stay healthy,
- 91% of children surveyed on the "Feelings" (6-7 year-olds) programme said they know what is inside their body,
- 84% of children surveyed on the "Feelings" (6-7 year-olds) programme said they know what to do if they are angry or lonely,

- 91% of children surveyed on the "Feelings" (6-7 year-olds) programme said they know who they can talk to if someone has upset or is bullying them, and
- 75% of children surveyed on the "Feelings" (6-7 year-olds) programme said they know when they need to take medicine and when not.

Perhaps most powerfully, children reported that they have used learning from previous visits. Statements included:

to have my own opinion and to say no sometimes

about are body parts and what they do

I have used the information to help me to have my own opinions

Last time we learnt about the body and I used that to choose

yes I drink lots of water and don't let people make me do the wrong thing.

Yes I have as I knew how to say no to friends

2 Background

Coram Life Education contributes to the PSHE curriculum. Coram Life Education educators visit children, usually with mobile classrooms, and facilitate sessions working towards key learning outcomes, that are individual to each age group. Educators use a life-skills approach, designed to increase children's knowledge, develop skills and confidence, explore attitudes and clarify values. These three inter-related strands work together to support children in making informed health choices. Coram Life Education provides a number of different programmes to suit the needs of different schools and children (see references for Coram Life Education's Programme Overview and Learning Outcomes).

Coram Life Education programmes are strongly evidence-based and the organisation was one of the first to achieve the Department of Health's Information Standard, a quality mark awarded for the production of accurate, credible and evidence-based health and social care information for the public. Coram Life Education supports schools in delivering recommended best practice in health and drug education as outlined in 'Drugs: Guidance for schools' (DfES, 2004), as well as helping schools to meet key criteria of the Ofsted Inspection Framework (see references for Coram Life Education's Ofsted Briefing Paper).

Coram Life Education, with the help of Coram's Policy and Research team, have designed outcomes-based questionnaires, to provide evidence of the impact of facilitators' work with children young people. The questionnaires were completed using online survey software after each session. This report provides the findings of data collected using these tools.

3 Coram Life Education at St John's Green Primary School

At St John's Green Primary School, **28 children** completed the "Decisions" programme (10-11 year-olds) evaluation questionnaire. **22 children** completed the "Friends" programme (9-10 year-olds) evaluation questionnaire. **32 children** completed the "Feelings" programme (6-7 year-olds) evaluation questionnaire. These simple surveys asked for their views on the visit and what they had learnt. **8 teachers** also completed a questionnaire about the how the session was delivered and the value of the programme to the school.

4 Evidencing Outcomes for Children

4.1 Learning from the Decisions Programme (10-11 year-old pupils)

Children reported that they had gained substantial knowledge from the Coram Life Education session (see figure 1). A majority of children agreed or strongly agreed that as a result of the visit they understand the risks of drinking alcohol (96%), they understand how others can influence the choices they make (86%), they understand that choices about alcohol (and other drugs) can be influenced by other people, including friends (82%), and they understand better some of the laws about drugs (93%).

How much do you agree or disagree with these sentences?

As a result of our visit....

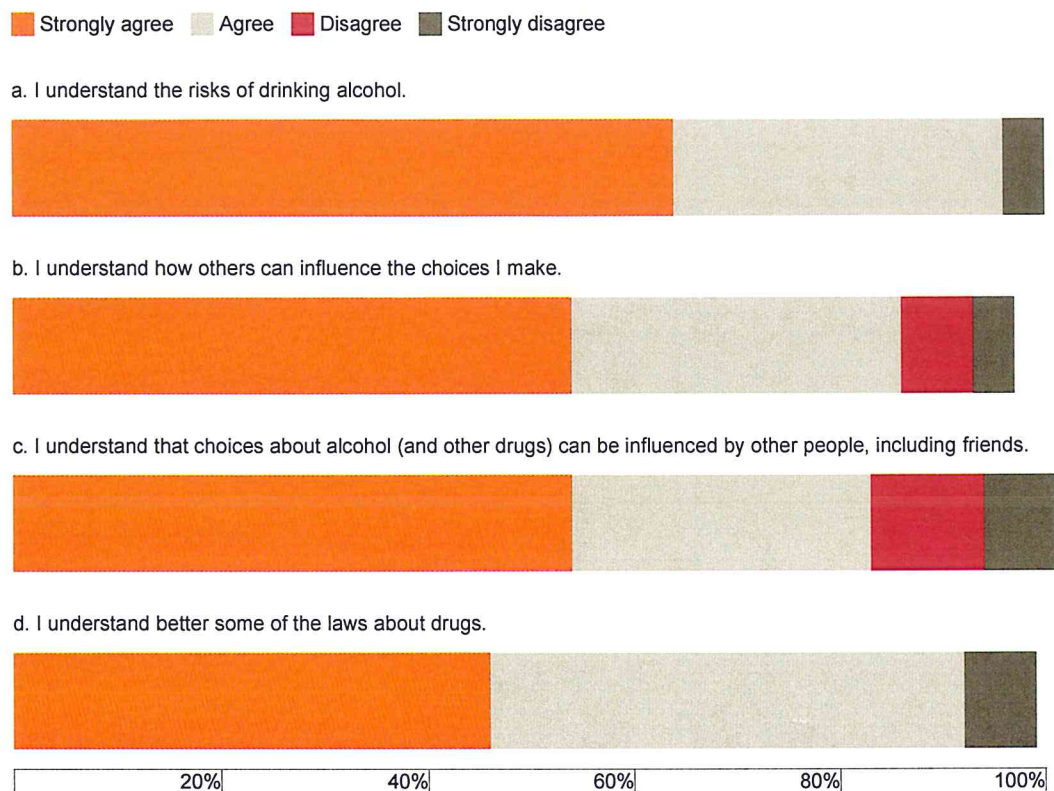


Figure 1

Children were also asked eight true or false statements to test their knowledge gain and attitude changes (see table 1 below). Results from this section of the questionnaire show that (i) 100% of children now know there are fewer young people who drink alcohol now than 10 years ago (ii) 93% of children now know it is not true that legal drugs do not cause any harm

Statement	True	False
a. Legal drugs do not cause any harm. (FALSE)	7%	93%
b. All drugs (legal, illegal and medical) can be harmful if not used correctly. (TRUE)	89%	11%
c. Someone with a criminal record may have difficulty in getting a job and travelling to other countries. (TRUE)	89%	11%

Statement	True	False
d. It is illegal (against the law) to be in possession of cannabis (e.g. if someone has it in their pocket/bag/ house etc.) (TRUE)	89%	11%
e. It is legal to sell cigarettes to anyone of any age (FALSE)	32%	68%
f. Most 11 to 15 year-olds have never had a drink of alcohol (e.g. a whole can, bottle or glass). (TRUE)	82%	18%
g. There are fewer young people who drink alcohol now than 10 years ago. (TRUE)	100%	0%
h. It is best to be assertive by doing things like speaking clearly with a friendly and calm voice, repeating your points and explaining your reasons. (TRUE)	89%	11%

Table 1: Children's learning from the Decisions Programme (Year 6: 10-11 year-old pupils)

4.1.1 Social Norms and Misperceptions of Alcohol Use

Social Norms research has demonstrated that children's knowledge about peers' and older children's alcohol use is commonly incorrect. Children (and adults) often overestimate the number of people engaged in risk taking behaviours; these misperceptions can influence children and young people's future use of alcohol (in this case) and other drugs. A crucial part of a drugs education intervention therefore is to correct misperceptions of the norm by providing up to date and credible, accurate data about the actual norms around use. Research has shown that correcting misperceptions can have dramatic effects in influencing and predicting positive health behaviours.

Children were asked about the drinking behaviours of 11 to 15 year-olds and also teenage drinking patterns compared with those of ten years ago. After their Coram Life Education session, 82% of children correctly answered that most 11 to 15 year-olds have never had a drink of alcohol (e.g. a whole can, bottle or glass) and 100% correctly answered that there are fewer young people who drink alcohol now than 10 years ago. Typically, pre-intervention collected data indicates that children at this age (and the population generally) misperceive greatly the number of people who drink alcohol regularly.

4.1.2 Conclusion

The evaluation data demonstrates substantial learning for children in many areas. In

fact 89% of children reported that what they had learnt during the session would help them in the future. Children made comments including:

yes because now I
no to much(medical)
drugs can harm you

because I learned how some
healthy drugs can be bad if
you either have to much or
have it when you don't need
it. I also learned about
[un]healthy drugs I shouldn't
take in the future.

I think it helped me
think about what
decisions i make
later in life

YES BECAUSE
ALTHOUGH I ALREADY
KNOW ABOUT DRUGS I
NOW KNOW MORE THAN
WHAT I HAD BEFORE

BECAUSE NANCY (THE PERSON
WHO TOLD US ALL ABOUT IT)
MADE US CLOSE OUR EYES AND
IMAGINE WHAT IT WILL BE
LIKE IN 5 YEARS THAN
ANOTHER 5 YEARS AND EXT!

Yes i do think it will
help me as i will know
what do if a friend is
pressuring me.

WE HAD TO CLOSE
ARE EYES AND
IMAGEN ARE
FUTER

4.2 Learning from the Friends Programme (YEAR 5: 9-10 year-olds)

Children reported that they had gained substantial knowledge from the Coram Life Education session (see figure 2). A majority of children agreed or strongly agreed that as a result of the visit they know how their emotions and needs change in different situations (95%), they know the ways that people can influence the choices that others make about smoking (68%), they know that smoking is risky to a person's health (95%), and they know more about how to be assertive with other people, including their friends (95%).

We would like to know how much you agree or disagree with these statements:

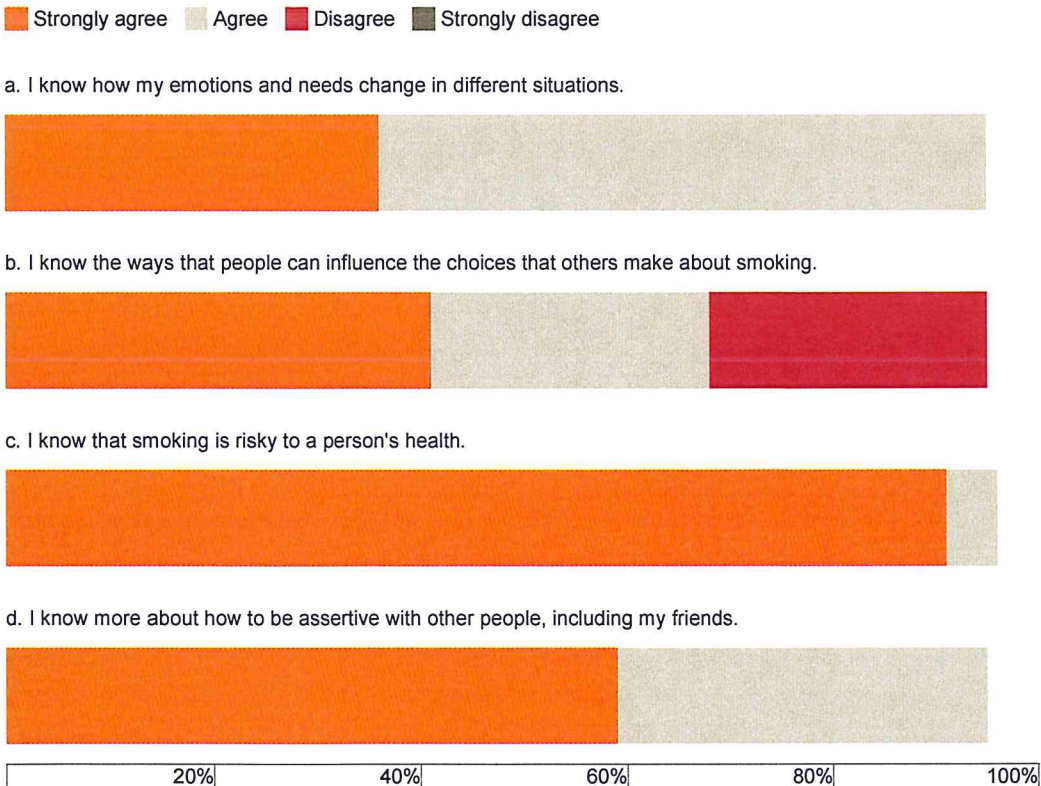


Figure 2

Children were also asked eight true or false statements to test their knowledge gain and attitude changes (see table 2 below). Results from this section of the questionnaire show that (i) 86% of children now know it is against the law to sell

cigarettes to people under 18 years old (ii) 86% of children now know medicines can sometimes be harmful.

Statement	True	False
a. All medicines are drugs. (TRUE)	77%	18%
b. All drugs are medicines. (FALSE)	9%	86%
c. Medicines can always make people feel better. (FALSE)	27%	68%
d. Medicines can sometimes be harmful. (TRUE)	86%	5%
e. The same drug can have a medical and a non-medicinal use (TRUE)	86%	5%
f. It is against the law to sell cigarettes to people under 18 years old. (TRUE)	86%	5%
g. When someone is being aggressive they are forcing their ideas onto somebody else (TRUE)	59%	27%
h. When someone is being assertive they are standing firm but trying to keep things calm and friendly. (TRUE)	68%	23%
i. It is best to be assertive by doing things like speaking clearly with a friendly and calm voice, repeating your points and explaining your reasons. (TRUE)	82%	9%

Table 2: Children's learning from the Friends Programme (Year 5: 9-10 year-old pupils)

NB: Some survey respondents may not have completed all questions, so results may not add up to 100%.

4.2.1 Social Norms and Misperceptions of Smoking

Social Norms research has demonstrated that children's knowledge about peers' and older children's smoking is commonly incorrect. Children (and adults) often overestimate the number of people engaged in risk taking behaviours; these misperceptions can influence children and young people's future use of tobacco (in this case) and other drugs. A crucial part of a drugs education intervention therefore is to correct misperceptions of the norm by providing up to date and credible, accurate data about the actual norms around use. Research has shown that correcting misperceptions can have dramatic effects in influencing and predicting positive health behaviours.

Children taking part in this evaluation were asked to identify how many children between 11 and 15 years old in England regularly smoke. 100% correctly answered that only 3% do regularly smoke. Typically, pre-intervention collected data indicates that children at this age (and the population generally) misperceive very greatly the number of young people that smoke regularly.

4.2.2 Conclusion

The evaluation data demonstrates substantial learning for children in many areas. In fact 91% of children reported that what they had learnt during the session would help them in the future. Children made comments including:

because I will know
the harm of drugs and
cigarettes

it will help me choose between
smoking and other drugs or just
to not have them.

yes so know what
the effect on me
and other people
around me

I will not smoke
in the future
because I have
learnt the risks

I understand the risk
of smoking and taking
drugs and it will help me

When asked if they had used anything they had learnt last time in their own life, children made responses including:

about are body parts
and what they do

to have my own
opinion and to say no
sometimes

When asked what to do if a friend is being mean to you, responses included:

Do not get
aggressive
to them

you should try talking to them and find
out why they are being mean if they are
being mean because you have done
something to them you should apologise

I could just
talk to my
friend kindly

try to calm them
down, tell an
adult you know or
tell them to

I think that you should
tell them you are upset
return and if that doesn't
work tell an adult

4.3 Learning from the Feelings programme (YEAR 2: 6-7 year-olds)

Children reported that they had gained substantial knowledge from the Coram Life Education session (see figure 3). A majority of children reported that they learnt more about what their body needs to stay healthy (97%), what is inside their body (91%), what to do if they are angry or lonely (84%), who they can talk to if someone has upset or is bullying them (91%), and when they need to take medicine and when not (75%).

We would like to know what you have learnt today. Please tick the box that best describes how much you learnt: I learnt more about...

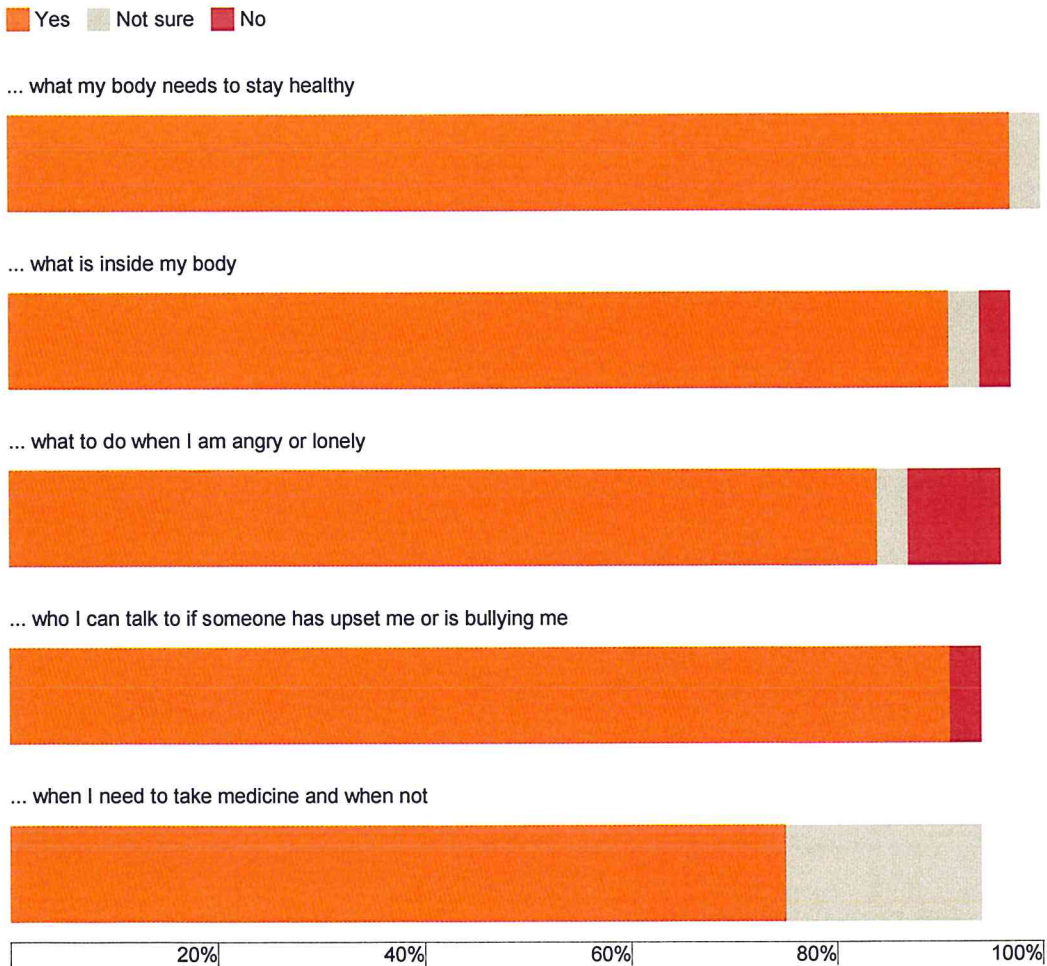


Figure 3

When asked if they had learnt anything else today, children said:

Keeping ourselves safe.

To be kind to others,
feelings, how to stay healthy
and to care for people.

I learned about how your
body works, how the brain
works, how to calm down by
counting to 10.

I learnt that if
your being
bullied you need
to tell an adult

5 Benefits of Coram Life Education to St John's Green Primary School

Staff reported that:

- they are more confident to deliver PSHE activities
- they better understand how drug education fits into a PSHE (including Health and Well-being) framework
- they are more aware of their own attitude towards drugs (including alcohol and tobacco) and how this might impact on the way they teach about this
- they have learnt about their pupils' understanding of issues relating to their health and well-being, including behaviour and safety
- they have been able to integrate Life Education's contribution into their planning and PSHE curriculum
- the quality of the content was appropriate to the class
- the learning outcomes were covered (NB: the Programme Overview Leaflet gives details of each programme's learning outcomes. Please find this at: www.coramlifeeducation.org.uk or ask your educator)
- they have gained new ideas

Comments from staff included *"Holding up cards and get the children to point to the side they think it belongs to. Use of puppet."*, and *"Actions for food groups and ways to approach discussing health e.g. with a puppet"*.

6 Satisfaction with the programme

6.1 Teachers' satisfaction with Coram Life Education

Staff satisfaction is summarised in figure 4.

How much do you agree or disagree with the following statements?

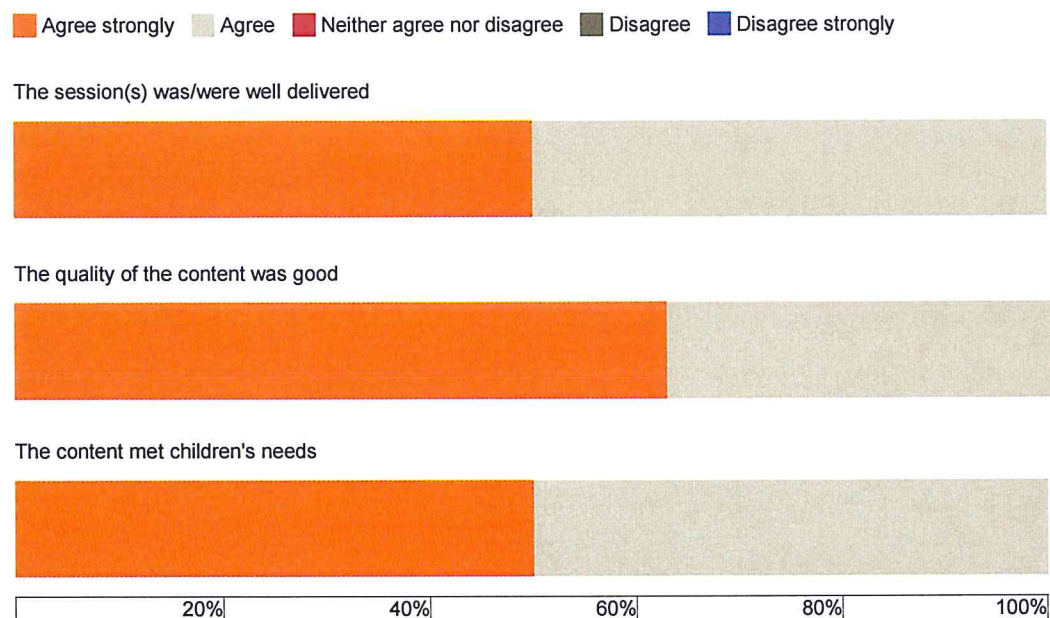


Figure 4: Staff satisfaction

Comments from staff included *"Pitched at an appropriate level for the children, children found the content interesting and it led to further conversation outside the session."*, *"The children had fun as well as learning about important things linked to their own bodies."*

The session was delivered very well and all children were engaged and keen to be involved. The session content was referred to by children the following day and led to some thought provoking circle time.

6.2 Children's satisfaction with Coram Life Education

6.2.1 Decisions programme

Of the children who received the Decisions programme 93% reported it was excellent or good. 68% of them would like Coram Life Education to visit again in the future.

When asked what was particularly interesting, children said *"The most interesting thing was when we were discussing about the cards on the walls."* , *"the video that we watched throughout the lesson."* , *""* , *"watching the video about the group of boys going to there friends house and two boys were teaming up on another boy about boos. (alcohol)"*, *"THE MOST INTRESTING THING FOR ME WAS WATCHING AND TALKING ALL ABOUT THE LITTLE VIDEO!"*, *"the most interesting part for me was at the end when we had to do the true or false quiz with the brain."*

,where we
learnt about how
friends can influence
you to do things

Talking about drugs
because I learnt a lot
about what drugs are
safe and the different
types of drugs.

6.2.2 Friends programme

Of the children who received the Year 5 Friends programme 100% reported it was excellent or good. 91% of them would like Coram Life Education to visit in the future.

When asked what was particularly interesting, children said *"about the blood serculation"* , *"that drugs are horrible and can really react on how you are and how you feel"* , *"how ciggaets damage your heart"* , *"that smoking can damage your lungs and your kidnees"* , and *"seeing the differences between the three clips of the boy with a new bike."*


we were interested by the body
because we did not know about the liver

When we talked about
assertive behaviour.

6.2.3 Feelings programme

Of the children who responded to the questionnaire on the Feelings programme, 100% reported it was good. 97% of them would like Coram Life Education to visit again in the future.

Children were asked what they liked best. Responses included *"going to Harolds birthday because we got to see Harolds the girrify."*, *"I liked it when we went to sleep and saw the stars."*, *"I learnt about how my body works."*, *"I liked putting the body parts in the bucket."*



The party and
when Harold
helped his friends.

7 References

- i. Coram Life Education's Programme Overview gives an overview of individual year group's programme learning outcomes.
- ii. The Ofsted Briefing Paper details how Coram Life Education programmes contribute to meeting Ofsted's requirements.