

**PSHE**  
Association

 **NPCC**  
National Police Chiefs' Council

**NEW  
SCOTLAND  
YARD**

**Executive summary:  
survey findings**

**March 2019**

## Introduction

The PSHE Association and National Police Chief's Council are collaborating to investigate and support the role of the police in education. Personal, social, health and economic (PSHE) education has a unique role on the curriculum and police can make an important contribution to lessons. The first stage of this project has been to explore what current practice is in schools and forces across England and Wales.

## Methodology

Online surveys were distributed to PSHE professionals using the PSHE Association mailing list, and to police officers via Chiefsnet. Six hundred responses were received from police officers and police community support officers (PCSOs) working with schools across 40 police forces. Particularly high rates of response were noted in Hampshire, London and Humberside. We received 320 responses from PSHE professionals across the UK and covering all key stages from Early Years Foundation Stage (EYFS) to Key Stage 5. While the majority of teacher respondents were PSHE teachers or leads, some members of pastoral staff and senior leaders also participated in the survey in their role working with police in schools.

## Regional Map

### Key:

*Blue Pin:* Police Respondents

*Red Pin:* Teacher Respondents



## Findings

### Delivery approaches

Despite most schools delivering PSHE education within a timetabled weekly lesson, much of the police support was provided through assemblies (72% of officers and 65% of teachers identified this as their typical form of delivery).

Police officers are covering a wide range of topics relevant to the PSHE curriculum, in both primary and secondary phases. Topics include, but are not limited to, personal safety, online safety, gangs and knife crime, drugs, alcohol and the law, extremism and sexual offences such as sexting.

Police officers access their materials for delivering sessions from a range of sources. In many cases they write their own materials or use materials provided centrally by their force but the most common approach is to source materials online. Teachers were also most likely to state that the police officer brought materials with them, however, almost a quarter of teachers reported not knowing where police materials came from. Unfortunately, only a sixth of teachers and police said that they worked in partnership to plan materials to deliver to pupils, which we consider to be the most effective model.

### Attitudes to PSHE education

45% of officers strongly agreed and 45% agreed that they were confident delivering sessions in school, despite only 16% of police officers reporting having ever received training to deliver aspects of PSHE education.

We asked both teachers and the police about whether they thought it was effective to show “the real consequences of risky behaviours, including hard hitting images and stories” and they both overwhelmingly agreed with this; 70% of teachers agreed or strongly agreed this was the most effective way to get the message across to young people, and 80% of police officers agreed or strongly agreed. This is very concerning as evidence-based best practice is clear that attempts to induce shock, shame or fear are ineffective and ethically inappropriate.

91% of teachers and 93% of officers believe that “it is a powerful and valuable learning tool for pupils to hear stories from the officer’s personal experience”. Whilst this might be true on occasion, caution must be exercised in selecting which experiences are appropriate to share with young people. When asked if they felt that “Showing young people involved in criminal behaviour could make pupils more likely to participate” 84% of both police and teachers disagreed or strongly disagreed, again indicating a lack of awareness of PSHE education pedagogy.

Although a significantly smaller proportion, it is still concerning that 16% of teachers and 22% of police officers believe that “The best way to tell if a session has been effective is by how emotional the pupils are at the end”.

## Challenges to high quality input

Teachers reported more challenges to achieving high quality educational input when working with the police; 43% of teacher respondents identified challenges compared to 30% of police officers. Whilst these challenges vary between school types, regions and forces, some were common across both sets of responses.

Of the officers who identified challenges, 32% identified *time* as a significant barrier (either to meet with teachers, prepare or deliver materials). 27% raised concerns about a lack of *resources*, either having none provided or materials which they felt were outdated or difficult to use. A final concern for police respondents was training; 16% of those who identified challenges requested further training to support them to deliver high quality input to the PSHE curriculum.

Teachers who experienced challenges to working with the police also found lack of *time* a significant challenge (33%). However, their biggest concern was *access* to the police. Half of all challenges identified by teachers were that lack of funding had led to a lack of availability of police officers, that they did not know whom to contact in their area, or that there was a lack of consistency as officers regularly changed. A small number of teachers (14% of those who experienced challenges) identified the *quality of delivery* as a concern, with many teachers happy with the overall input of police when they were able to arrange a visit.

## Conclusions

- Provision and the approach taken when using police officers to contribute to the PSHE education curriculum varies widely across regions and forces in England and Wales.
- As the most typical form of delivery is an assembly, often less than 20 minutes and to a few hundred pupils at a time, further thought should be given as to whether this is the most effective way to achieve both the police and teachers' intended outcomes.
- There is a concerning widespread endorsement of unsafe and bad practice, both from the perspective of the police and from teachers. Methods of teaching which are known to be ineffective in promoting behaviour change continue to be used and encouraged, such as use of fear and shock tactics, sharing personal stories and modelling criminal behaviour. Not only are these methods ineffective, they are potentially harmful or traumatising for young people who have already been affected by the issues being discussed, or who are particularly vulnerable. The endorsement of these approaches is most likely due to a lack of understanding of key principles of best practice in PSHE education, as a result of a lack of training. For example, although the police report high levels of confidence in delivering materials in school (90%), this is disproportionate to the amount of officers who have received training to do so effectively (16%).
- Many teachers and officers agree in principle on other aspects of good practice, such as finding out what pupils already know before the session, assessing what has been learnt during the session, and encouraging evaluation activities from the pupils. However, teachers and officers also recognise that in practice this does not often occur, due to time constraints and other challenges.

# Appendix: data sets<sup>1</sup>

## Police responses

### Which force do you work in?

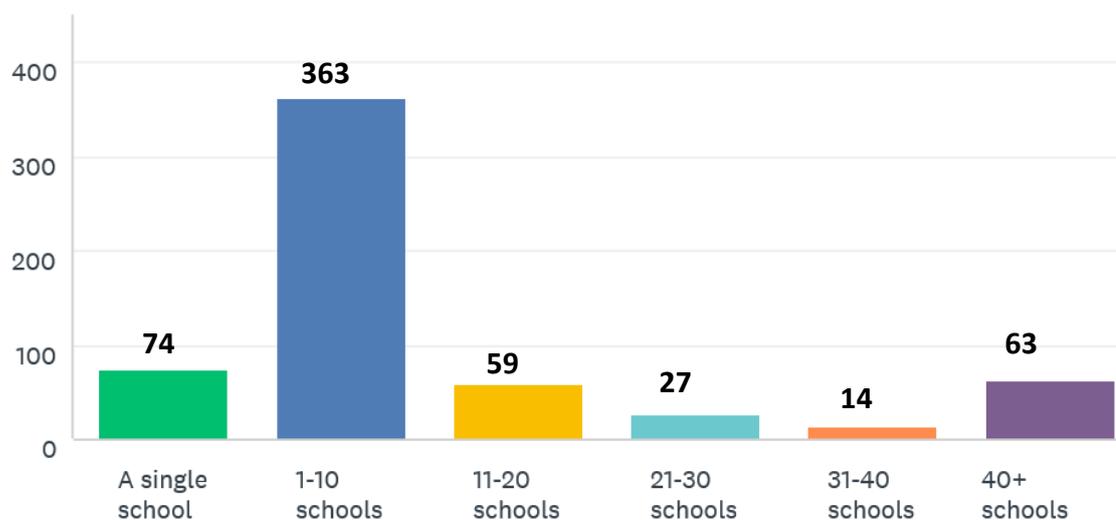
Force	No. of responses
Avon and Somerset	4
Bedfordshire	5
Brighton	1
Cheshire	6
Cleveland	3
Cumbria	35
Derbyshire	52
Devon and Cornwall	17
Dorset	5
Durham	6
Essex	4
Hampshire	108
Hertfordshire	5
Humberside	65
Kent	9
Leicestershire	25
Metropolitan	96
Merseyside	8
Norfolk	4
North Wales	12
North Yorkshire	1
Northamptonshire	16
Northumbria	24
Police	3
South Yorkshire	11
Staffordshire	2
Surrey	7
Sussex	14
Thames Valley Police	21
Warwickshire	16
West Mercia	13
West Yorkshire	1

### What is your role?

Role	No. of Responses
Police Officer	274
PCSO	296
Other Police staff	30

<sup>1</sup> Open ended questions have not been included in these data sets to improve clarity

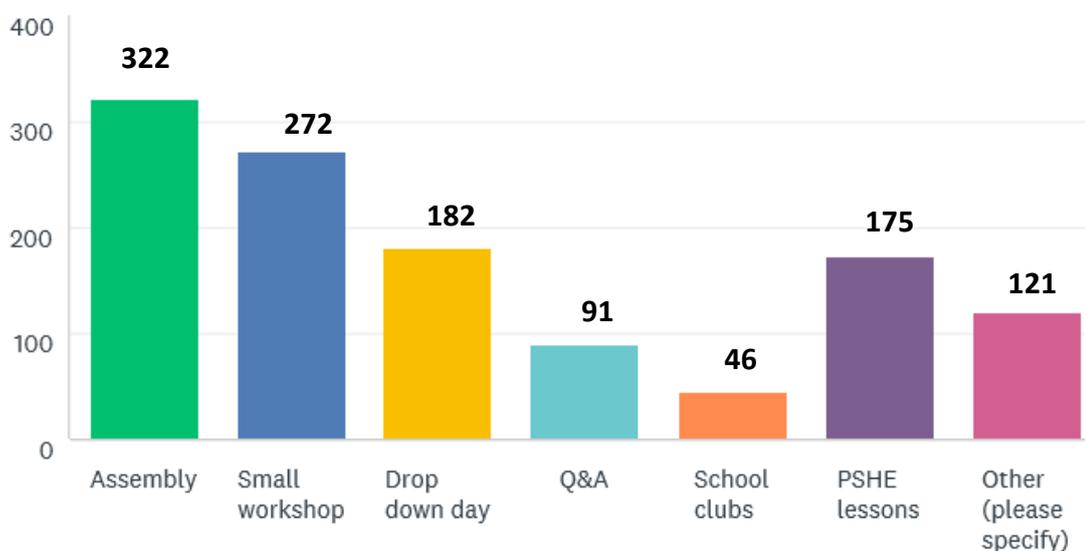
### How many schools do you cover?



### Which of the below statements most accurately describes your work with schools

Role	No. of Responses
I only go into schools when called to respond to an incident	44
I visit schools as part of my role and engage with staff and pupils	400
My dedicated role is to work with schools but not support curriculum input	34
My dedicated role is to work with schools and support curriculum input	70
Other	52

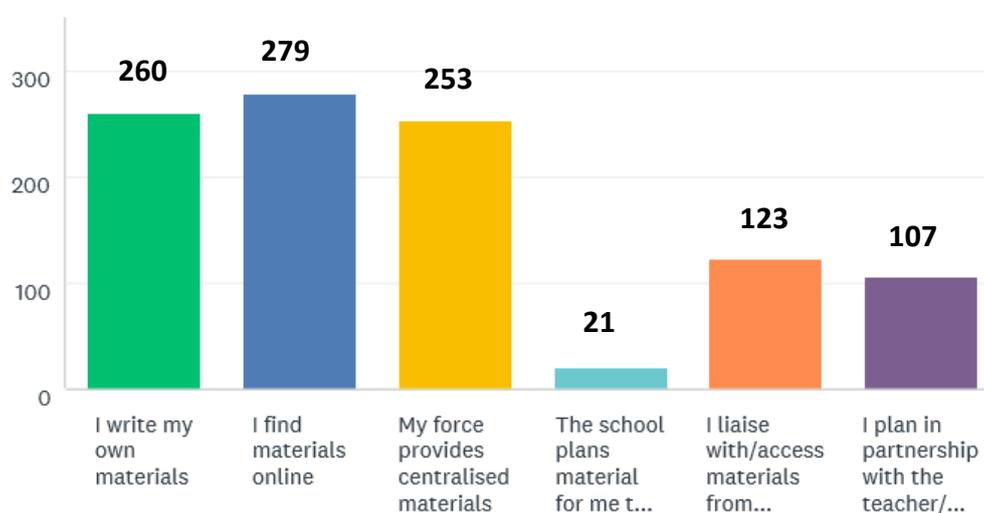
### In which format of delivery are you most typically invited into schools?



## What topics do you cover in schools?

	Primary (key stage 1-2)	Secondary (key stage 3-4)	Total
Road safety	247	49	296
Personal safety	179	181	360
The role of the police	272	109	381
Anti-social behaviour	106	259	365
Drugs and the law	47	268	315
Alcohol and the law	31	213	244
Hate crime	32	200	232
Knife crime	42	260	302
Gangs	27	171	198
Sexual offences (including sexting)	32	286	318
Pornography and the law	10	138	148
Online safety	138	246	384
Domestic violence and the law	11	92	103
Extremism and/or Run Hide Tell	14	110	124
Honour based violence, FGM, forced marriage	5	66	71
Fraud / ID theft	7	74	81

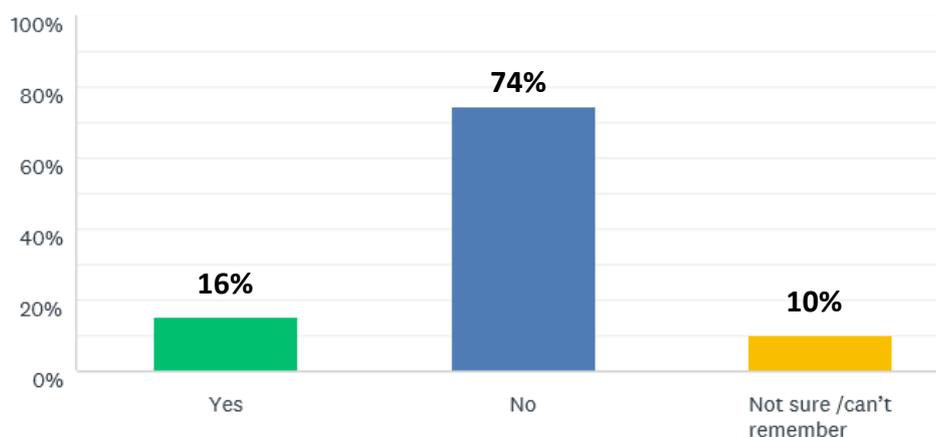
## Where do you access materials to deliver this input?



**Attitudes to PSHE education**

	Strongly Agree	Agree	Disagree	Strongly Disagree
It is important to find out from the teacher what else pupils will be learning before and after my session	23% 103	63% 277	13% 59	1% 3
It is best to use an authoritative lecture style to present information	2% 7	17% 75	65% 284	17% 73
It is important that the class teacher stays to manage pupils' behaviour	34% 151	45% 199	19% 82	2% 11
I feel confident delivering session in schools	45% 200	45% 200	8% 33	2% 7
I have received adequate training to deliver / support PSHE education lessons	12% 53	25% 107	40% 176	23% 99
It's important to find out about the learning needs of the pupils before delivering a session	33% 148	61% 267	5% 24	1% 2
It's important to work in partnership with the teacher to decide the aims of the session	36% 160	57% 254	6% 25	1% 3
Showing the real consequences of risky behaviours, including hard-hitting images and stories, is the most effective way to get the message across to young people	23% 104	57% 250	19% 84	1% 4
It's important to adopt an engaging and interactive approach to the session	61% 269	37% 165	1% 3	1% 4
It is a powerful and valuable learning tool to tell the pupils stories about my own and others' personal experiences	35% 157	58% 253	6% 26	1% 3
Showing young people involved in criminal behaviour could make pupils more likely to participate in crime	4% 19	14% 62	68% 298	14% 60
It's important for sessions to be evaluated and to receive feedback from the pupils or teacher afterwards	26% 115	67% 291	6% 27	1% 4
The best way to tell if a session has been effective is by how emotional the pupils are at the end	2% 7	19% 85	62% 275	17% 73
It's important to gauge what pupils have learnt from the session	33% 146	63% 280	3% 14	>1% 1

## Have you ever received training in relation to delivering PSHE education?



## Teacher responses

### What county or area do you work in?

Area	No. of responses
Banes	4
Bedfordshire	4
Berkshire	14
Bristol and Somerset	10
Buckinghamshire	4
Cambridgeshire	2
Cheshire	5
Cornwall and Devon	9
Derbyshire	7
Dorset	3
England / UK / Nationally	9
Essex	4
Gloucestershire	6
Greater Manchester	12
Hampshire	7
Hertfordshire	6
Kent	17
Lancashire	6
Leicestershire	3
Lincolnshire	10
Liverpool / Merseyside	5
London	33
Middlesex	4
Newcastle upon Tyne	2
North East	5
North West	2
Northants	1
North Tyneside	1
Northumberland	2
Nottinghamshire	2
Oxfordshire	4

Shropshire	2
South East	1
Staffordshire	14
Stockton on Tees	3
Stoke on Trent	15
Suffolk	2
Surrey	9
Sussex	16
Wales	3
Warwickshire	3
West Midlands	17
Wiltshire	4
Yorkshire	30

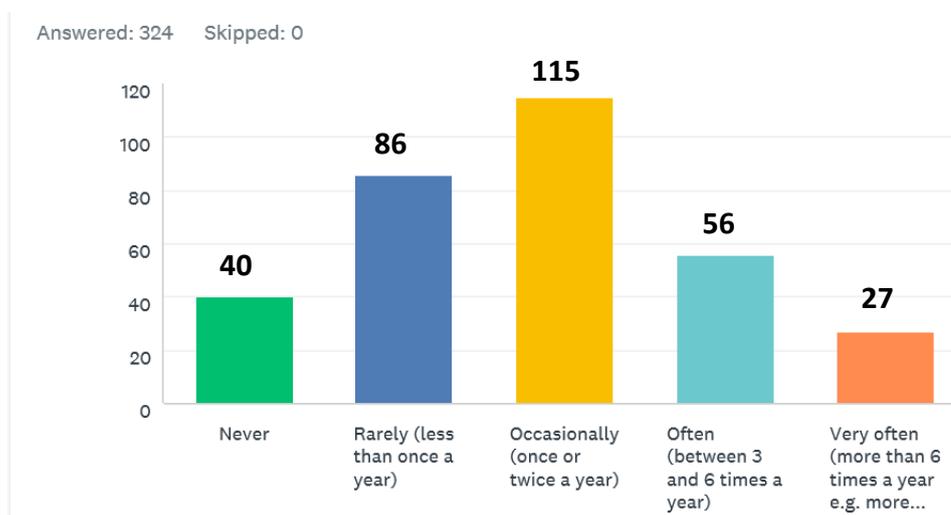
### What is your role?

Role	No. of Responses
PSHE teacher	117
PSHE lead / coordinator	213
Pastoral role (e.g. head of year)	49
SLT with responsibility for PSHE	82
Other	41

### What phase do you work in?

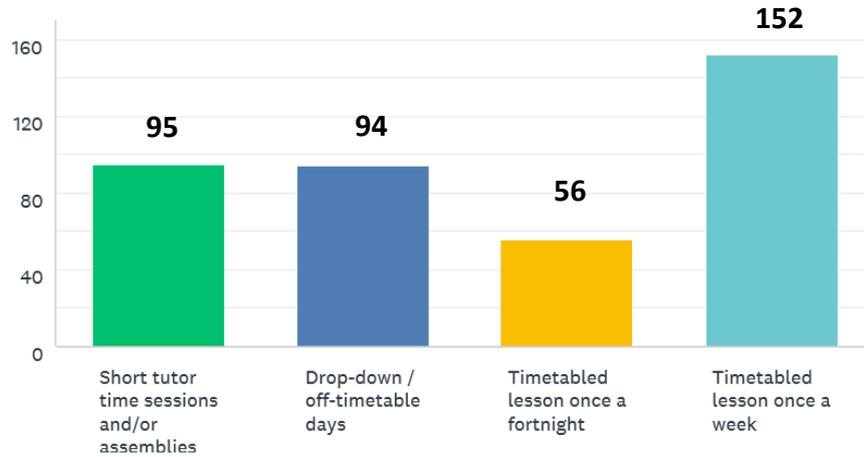
Phase	No. of Responses
EYFS	60
Key stage 1	81
Key stage 2	114
Key stage 3	231
Key stage 4	212
Key stage 5	112

### How often are the police invited into school to support educational input?



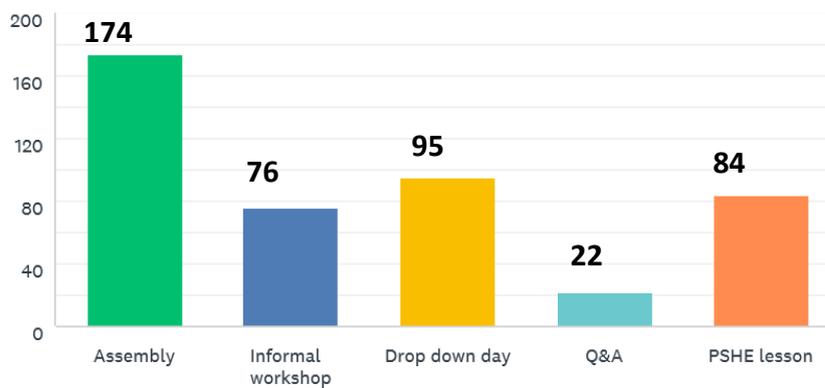
### What is the current delivery model for PSHE in your school?

Answered: 266 Skipped: 58



### Which of the following do the police most typically provide in your school?

Answered: 266 Skipped: 58



### In your experience, where do the police source their materials for input?

Source	No. of Responses
The officer brings materials they have planned	105
The officer brings materials from their central force	57
Our schools provides materials for the officer to use	2
The materials are planned in partnership with the school and officer	33
I don't know/ not sure	69

**What topics are police invited in to support in your school?**

	Primary (key stage 1-2)	Secondary (key stage 3-4)	Total
Road safety	52	48	100
Personal safety	37	107	144
The role of the police	45	54	99
Anti-social behaviour	24	93	117
Drugs and the law	12	95	107
Alcohol and the law	6	61	67
Hate crime	8	42	50
Knife crime	9	64	73
Gangs	9	43	52
Sexual offences (including sexting)	4	78	82
Pornography and the law	1	34	35
Online safety	29	96	125
Domestic violence and the law	2	24	26
Extremism and/or Run Hide Tell	7	43	50
Honour based violence, FGM, forced marriage	2	13	15
Fraud / ID theft	1	18	19

	Strongly Agree	Agree	Disagree	Strongly Disagree
It is important to discuss with the officer what else pupils will be learning before and after their session	57% 142	42% 101	1% 3	0% 0
The police can offer specialist knowledge in certain topic areas that the teaching team cannot.	66% 164	32% 77	2% 6	0% 0
It is best for an officer to use an authoritative lecture style to present information	6% 16	23% 56	60% 147	11% 28

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I feel confident working with police to achieve the outcomes for my pupils	43% 105	46% 113	11% 28	>1% 1
It's important to let the officer decide the aims of the session	6% 14	24% 59	64% 158	6% 16
It's important to look over any teaching resources provided by the police before the session	37% 91	51% 127	11% 27	1% 2
Showing the real consequences of risky behaviours, including hard-hitting images and stories, is the most effective way to get the message across to young people	20% 49	51% 126	23% 57	6% 15
It's important that officers adopt an engaging and interactive approach to the session	76% 187	23% 58	1% 2	0% 0
It is a powerful and valuable learning tool for pupils to hear stories about the officer's personal experiences	51% 127	40% 98	7% 17	2% 5
Showing young people involved in criminal behaviour could make pupils more likely to participate in crime	6% 15	9% 23	54% 134	31% 75
It's important for sessions to be evaluated and to receive feedback from the pupils afterwards	48% 118	49% 121	2% 7	>1% 1
The best way to tell if a session has been effective is by how emotional the pupils are at the end	3% 8	13% 31	52% 128	32% 80
It's important to gauge what pupils have learnt from the session	58% 143	41% 102	>1% 1	>1% 1

### Have you ever received training in relation to delivering PSHE education?

Answered: 243 Skipped: 81

