



Ipsos MORI
Social Research Institute

BUILDING
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BRITAIN
TOGETHER

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Building a Stronger Britain Together: PSHE Association

Call 1 in-depth project evaluation report

Summary

Project scope and aims

The PSHE Association is a member-based organisation providing expert advice, training and resources to its membership of PSHE practitioners, with the aim of driving up standards of PSHE provision in schools across the country. The BSBT grant funding allowed the Association to develop and run tailored courses to fill a gap identified in respect of support and resources on issues around extremism, building on existing resources and expertise for delivering high quality PSHE education. The development of training and resources were also informed by a review paper *"Understanding PSHE education's role in preventing and challenging extremism"*, which drew on published literature regarding pathways to extremism.

The PSHE Association ran eight courses across four locations which were aimed at primary and secondary school PSHE leads. In addition, the BSBT grant funding covered provision of online resource and support, and review and quality assurance of material to feed into this. The project outcomes align with the BSBT macro-level outcomes: **"Fewer people holding attitudes, beliefs and feelings that oppose shared values"** and **"More resilient communities"**.

Project rationale and need

The need for extremism-related training was identified as a priority in the 2017 annual survey of Association members (and further illustrated by the high level of demand for training places). The training courses aimed to provide teachers with the confidence and skills to address key extremism-related topics in the classroom, e.g. identification of extremist narrative, the radicalisation process and online persuasion techniques. Signposting to quality-assured online support materials would provide further support and expertise. Subsequent PSHE lessons in schools would include greater focus on extremism-related topics and equip pupils with better awareness and understanding of extremist narrative/behaviour, and the confidence and skills to effectively deal with relevant situations. This increased empowerment and resilience amongst pupils would ultimately have a positive influence on schools and wider communities through increased (positive) dialogue.

Evaluation scope

The evaluation design comprised surveys of PSHE teachers conducted before training was delivered and then with a follow-up survey four to six months after the training to assess longer-term impact. The surveys were completed by teachers who undertook training and a control group of teachers who were Association members who had not secured a place on the training courses. This ensures greater robustness in assessment of the impact of BSBT-funded activities, above and beyond other potential contributory factors.

Project impact

The evaluation provides robust evidence that the PSHE Association has successfully utilised BSBT funding to meet all intended project outcomes, with strong indications that the BSBT-funded activities have had a sustained positive impact on the teachers trained. The training and supporting resources have led to significantly increased levels of confidence and improved skills in covering extremism-related topics in the classroom. The evaluation findings show that the BSBT-funded activity has been a significant driver to cited improvements, above and beyond other contributory factors.

The rationale for the funded activities was based on evidence of demand and findings from teachers who did not attend the training (showing increasing numbers citing extremism being covered in classes) suggest this demand may have further increased since the PSHE Association ran the training courses.

Overall, whilst the evaluation focuses on the views of teachers and does not assess impact on the end beneficiaries (i.e. pupils), the findings support further provision of similar training courses within the PSHE sector, with ongoing review and development of supporting resources.

Key success factors

- **Clear, considered rationale for funded activities.** The topic of extremism was highlighted as a priority within the annual membership survey. The PSHE Association had a successful model for running training courses and so there was clear rationale for using a proven delivery model to cover a pertinent topic for members. The over-subscription was proof of the high level of demand.

- **Evidence-based development of extremism-related content.** The PSHE Association's paper "*Understanding PSHE education's role in preventing and challenging extremism*" drew upon published literature to outline seven principles of addressing extremism through PSHE education, which provided a clear evidence-based focus for the training.
- **Use of quality-assured resource materials to complement training.** The online resource materials were useful in complementing the training and provided support for those who did not attend the sessions. There were indications that the PSHE Association Quality Assurance had resonance amongst some teachers.
- **Experience of training course organisers/facilitators.** Response from course participants was extremely positive around the facilitation of training. This suggests that trainers do not have to be experts in extremism issues as long as they have the training expertise, coupled with strong, evidence-based course content.

Key challenges

- **Short-term funding meaning lack of planning around future programme continuity.** There will be ongoing demand for extremism-focussed online resources and future training would be beneficial to many who have not attended previous courses. Lack of committed funding means this may not be possible to guarantee, whilst at the same time indications are that there is a demand for such training with PHSE lessons increasingly covering extremism issues.

1. Project overview

1.1 Aims and rationale

The PSHE Association is the national body for PSHE education. It is a member-based organisation, providing expert advice, training and resources to its membership of PSHE practitioners, with the aim of driving up standards of PSHE provision in schools across the country. The Association promotes connections across members via its website and social media, training events and conferences. In the 2017 annual survey of members, the PSHE Association identified a demand from teachers for further support and resources on issues around extremism. The Association believes this is an issue PSHE education can effectively address given the focus on risk identification and management, and the development of relevant life skills amongst young people.

The PSHE Association had previously provided some guidance to teachers on communicating around issues of extremism in response to the Manchester terror attack and had produced a set of quality assured lesson plans in conjunction with Medway local authority. The BSBT grant funding allowed the Association to develop and run tailored courses to fill this gap, building on existing resources and expertise for delivering high quality PSHE education. The courses aimed to complement Prevent-related activity in the sector, which places an emphasis on teachers to be able to identify (and report) signs of radicalisation and extremism.

The rationale for the programme and thinking within the logic map (see next section) were further explored within the PSHE Association's paper "*Understanding PSHE education's role in preventing and challenging extremism*"¹, which was undertaken to inform and complement the BSBT-funded training. This paper cited the UNESCO (2016) guide for teachers which identifies the following factors as leading a person towards violent extremism:

- **'Push factors'** that drive individuals to violent extremism. These factors include: marginalisation; inequality; discrimination; persecution (or the perception thereof);

¹ Not currently publicly available

limited access to quality – and relevant – education; the denial of rights and civil liberties; and other environmental, historical and socioeconomic grievances.

- **‘Pull factors’** that nurture the appeal of violent extremism. For example, the appeal of well-organised violent extremist groups with compelling discourses and effective programmes that are providing services, revenue and/or employment in exchange for membership. Groups can also lure new members by providing outlets for grievances and a promise of adventure and freedom. Furthermore, these groups appear to offer spiritual comfort, ‘a place to belong’ and a supportive social network.

Drawing on the evidence cited in the review, the PSHE Association outlined seven principles of addressing extremism through PSHE education, which informed development of the training and supporting materials:

1. Deliver a planned, developmental programme appropriate to age and stage
2. Develop skills and attributes as well as knowledge
3. Create and maintain a safe learning environment
4. Avoid materials, resources or activities designed to induce shock, fear or guilt
5. Ensure content and delivery is tailored, inclusive and balanced
6. Assess learning and evaluate provision
7. Provide opportunities for young people to discuss relevant events when they occur

1.2 Project scope

The PSHE Association ran **eight courses**, split evenly between primary and secondary school age groups and across four locations. This was in line with the activities outlined in the grant application form. Locations were selected on the basis of broad geographic coverage and ease of access for teachers, rather than using any specific criteria/data linking to extremism. The sessions ran from 10am-4pm and were free to attend for members (though, like any training course taking a teacher off-site, there was a cost to the school in terms of teachers not being present for the day). Courses were run on the following dates:

- London – 27 Sept 2017 (primary and secondary)
- Leeds – 12 Oct 2017 (primary and secondary)

- Birmingham – 8 Nov 2017 (primary and secondary)
- Bristol – 28 Nov 2017 (primary and secondary)

The courses were aimed at primary/secondary school PSHE leads. Levels of interest were high and it was not possible to offer a place to all those who expressed interest; feedback from PSHE Association indicates that demand was higher than for their standard course offer. Places were offered on a first-come, first-served basis. A total of 146 people attended the training, with each person attending a one-day session. Ipsos MORI was made aware of a further 578 Association members who had applied, but had not obtained a place (these applicants were contacted by Ipsos MORI as part of the evaluation – see next section for details).

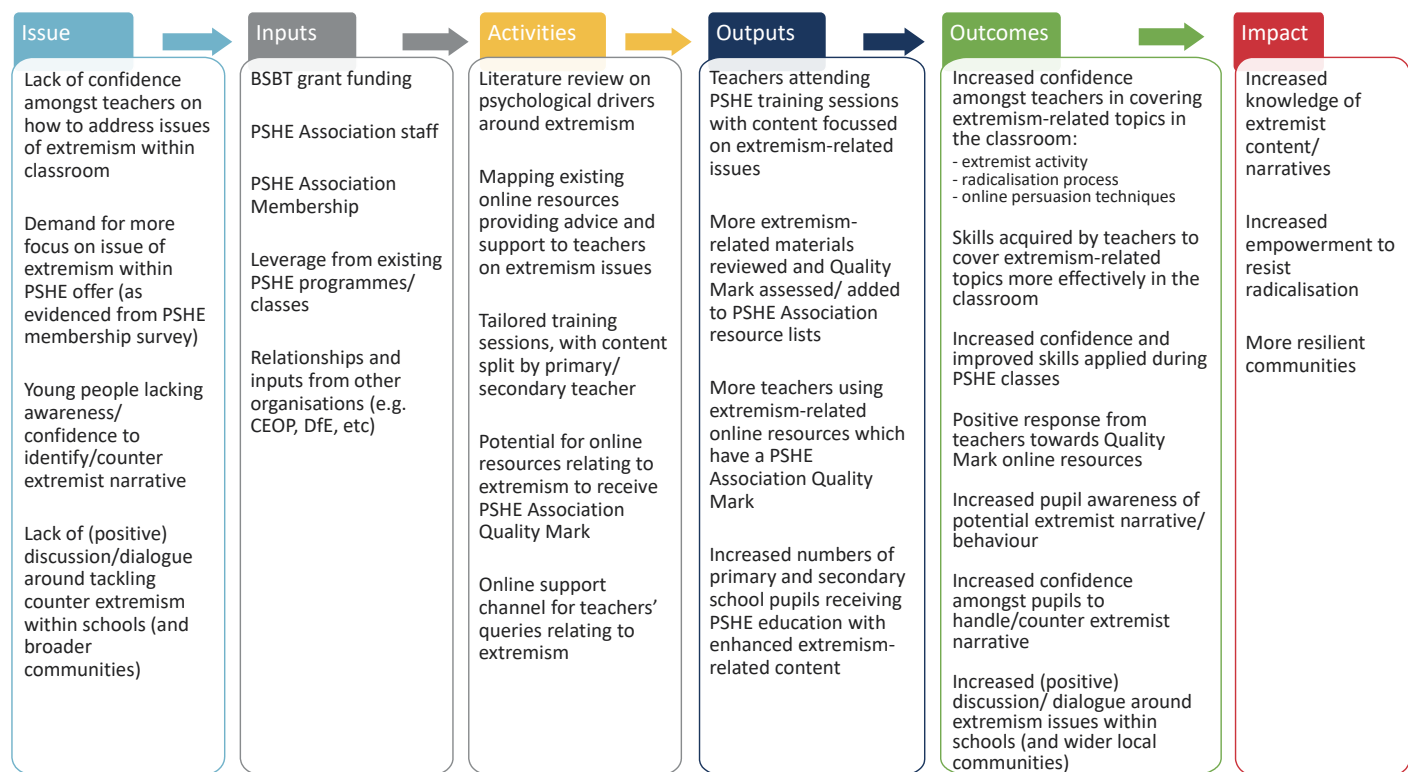
In addition to running the courses, the BSBT grant funding also covered **online resource and support**. The PSHE Association uses a Quality Mark system to signpost members to online materials that have been reviewed and identified as providing high quality support/guidance in relevant topics. These materials are sometimes directly available via the PSHE Association website, or there may be links to materials on other websites. As part of the BSBT-funded programme of work, materials were reviewed and Quality Marks awarded if/where appropriate. The PSHE Association provided online support for teachers' queries relating to extremism, as it does for other topics covered in its courses/guidance.

2. Logic Model

The BSBT high level target outcome identified for the project within the grant application form was “**Fewer people holding attitudes, beliefs and feelings that oppose shared values**”. The training courses would aim to provide teachers with the confidence and skills to address key extremism-related topics in the classroom, e.g. identification of extremist narrative, the radicalisation process, online persuasion techniques. Signposting to quality-assured online support materials would provide further support and expertise. Subsequent PSHE lessons in schools would then include a greater focus on extremism-related topics and equip pupils with greater awareness and understanding of extremist narrative/behaviour, and the confidence and skills to

effectively deal with relevant situations. This increased empowerment and resilience amongst pupils would ultimately have a positive influence on schools and wider communities through increased (positive) dialogue. This is illustrated through the outputs, outcomes and impacts within the logic model (Figure 2.1).

Figure 2.1: Logic model



The findings in this report focus on the project outputs and outcomes. At the overall programme level, impact is assessed against the BSBT programme outcomes. Table 2.1 maps the project outcomes to the programme micro and macro outcomes.

Table 2.1: Mapping of project outcomes to BSBT outcomes

| Project outcome | BSBT Micro outcome | BSBT Macro outcome |
|--|--|--|
| Increased confidence amongst teachers in covering extremism-related topics in the classroom | Increased individual resilience (amongst teachers) | <i>More resilient communities</i> |
| Skills acquired by teachers to cover extremism-related topics more effectively in the classroom | Increased individual resilience (amongst teachers) | <i>More resilient communities</i> |
| Increased confidence and improved skills applied during PSHE classes | Increased organisational capability/ capacity | <i>More resilient communities</i> |
| Positive response from teachers towards Quality Mark online resources | Increased individual resilience | <i>More resilient communities</i> |
| Increased pupil awareness of potential extremist narrative/ behaviour | Rejection and disruption of extremist narratives | <i>Fewer people hold attitudes, beliefs and feelings that oppose shared values</i> |
| Increased confidence amongst pupils to handle/counter extremist narrative | Increased individual resilience | <i>More resilient communities</i> |
| Increased (positive) discussion/ dialogue around extremism issues within schools (and wider local communities) | Rejection and disruption of extremist narratives | <i>Fewer people hold attitudes, beliefs and feelings that oppose shared values</i> |

3. Overview of the evaluation approach

3.1 Approach

The original evaluation plan outlined four key strands of the evaluation which would enable us to cover all stated outputs and outcomes within a proportionate and effective approach:

1. Contextual document review
2. Review of key management information
3. Pre-post surveys of course participants
4. Qualitative research (interviews/ focus groups) with participants, trainers and other stakeholders [planned but not undertaken]

The **contextual document review** comprised reading of the "*Understanding PSHE education's role in preventing and challenging extremism*" paper, as outlined in the previous section. This paper provides an evidence-based steer on how to effectively tackle extremism issues in schools. It also provides clear signposts to a range of literature and other documents.

Management information provided by the PSHE Association was used to assess the extent to which the BSBT-funded activity had led to the following key intended outputs: *Teachers attending sessions with content focussed on extremism-related issues; More extremism-related materials reviewed and Quality Mark assessed/ added to PSHE Association resource lists, and; More teachers using extremism-related online resources which have a PSHE Association Quality Mark.*

The **surveys** were used to assess the impact of the training and extent to which the project's stated outcomes had been achieved. Once it was established that a control survey could also be run, resource was diverted to this and interviews/ focus groups with other stakeholders were abandoned.

There were four separate surveys conducted during the evaluation, as summarised in Table 3.1 below. The evaluation of project outcomes and impact is informed by analysis of data from surveys 1 (the pre-training survey), 3 (the non-participant 'pre' survey) and 4 (the follow-up survey of training participants and non-participants). Data from survey

2 (the, immediate, post-training survey) is used to inform the process evaluation. Further detail on the surveys is included in the appendix.

Table 3.1: Overview of surveys

| Survey | Audience | Methodology | Dates | Number of responses |
|-------------------------|--|--|--|--|
| 1. Pre-training | Training course participants ('Test' group) | Self-completion questionnaire distributed immediately <u>before</u> the training session | 27 Sept – 28 Nov 2017 (on 4 days during this period) | TOTAL = 146 |
| 2. Post-training | Training course participants ('Test') | Self-completion questionnaire distributed immediately <u>after</u> the training session | 27 Sept – 28 Nov 2017 (on 4 days during this period) | TOTAL = 144 |
| 3. Non-participants pre | PSHE Association members who had applied but not obtained a place on a training course ('Control' group) | Online survey. Link mailed out via PSHE Association | 1-18 Dec 2017 | TOTAL = 123 |
| 4. Follow-up | Training course participants <u>AND</u> respondents to the non-participants pre survey who had agreed to be re-contacted ('Test' and 'Control' groups) | Online survey. Link mailed out via PSHE Association | 16-29 March 2018 | TOTAL = 100 <i>Course participants = 59</i> <i>Non-participants = 41</i> |

4. Key Findings: Outputs/Outcome/ Impact Evaluation

4.1 Outputs

Desired output 1: Teachers attending PSHE training sessions with content focussed on extremism-related issues

Eight training sessions were run across four days in different locations, as per the stated activity in the funding application. Content was tailored towards extremism-related issues, drawing on evidence collated in the context review which was conducted as part of the work programme. This stated output did not specify numbers of teachers attending the courses, but PSHE Association data shows that 146 teachers attended one of the eight sessions (in line with responses to the pre-training questionnaires).

The large numbers of applicants who could not secure a place due to capacity constraints (PSHE Association have recorded 578 people who applied, but who could not be offered a place) illustrates the high level of demand for training on the issue. Indeed, findings from the survey (outlined under Desired Output 4) suggest that demand will likely have increased further still since the courses were first advertised.

Desired output 2: More extremism-related materials reviewed and Quality Mark assessed/ added to PSHE Association resource lists

At the point of the follow-up survey (four to six months after the training courses took place), there were four separate quality assured resources covering extremism in PSHE education classes:

- PSHE Association & Medway "Addressing Extremism" Lesson Plans for KS4 students
- Jo Cox Foundation Activity Pack for KS3 & KS4
- Remembering Srebrenica lesson and assembly pack
- Childnet "Trust Me" Lesson Plans for KS3 students

The first three of these were produced by/in collaboration with PSHE Association and had been quality assured before the BSBT-funding was available. The final, Childnet's resource, was quality assured as part of the BSBT-funded work programme. PHSE did not

set a specific target for the number of resources they would review over the course of the BSBT project.

Desired output 3: More teachers using extremism-related online resources which have a PSHE Association Quality Mark.

Within the follow-up survey, over half (56%) of the course participants recalled having seen/using at least one of the four quality assured resources covering extremism in PSHE education classes, as had 46% of those who had applied but not attended a training course (see table 4.1).

Table 4.1: Use of quality assured resources

| | Those who had attended a training course | Those who had <u>not</u> attended a training course) |
|---|--|--|
| <i>Sample size</i> | <i>59</i> | <i>41</i> |
| Have you seen or used any of the following quality assured resources around covering extremism in PSHE education classes? <i>% who cite any of the four listed resources</i> | 56% | 46% |
| <i>Source: Follow-up survey (Q17)</i> | | |

Information from PSHE Association shows that the PSHE Association & Medway "Addressing Extremism" Lesson Plans for KS4 students was downloaded 8,569 times. Data on downloads of the three other resource packs were not available as these are not accessed directly from the PHSE website. In summary, there was no conclusive evidence that more teachers used extremism-related online resources with a PSHE Association Quality Mark following the training. Nevertheless, given indications of high demand for training on covering extremism issues within PSHE classes, the availability of more, high-quality teaching material is likely to be associated with increased use over time.

Desired output 4: Increased numbers of primary and secondary school pupils receiving PSHE education with enhanced extremism-related content.

Around three-quarters (73%) of the 59 teachers who attended the training and completed the follow-up survey a few months later reported that extremism issues had been covered during PSHE classes in their school over the previous few months (i.e. roughly equating to the period since receiving training). Among the 41 teachers who did not receive training the comparable figure was 68% (this difference was not statistically significant). The majority of teachers (trained and non-trained) who said extremism issues had been covered in PSHE classes indicated that the number of classes had increased over this period. No one (test or control) said that the number of classes had decreased (see table 4.2).

Table 4.2: Coverage of extremism issues in PSHE classes

| | Test group (those who had attended a training course) | Control group (those who had <u>not</u> attended a training course) |
|---|--|---|
| <i>Sample size</i> | 59 | 41 |
| Q12: Have extremism issues been covered during PSHE classes in your school over the past few months? <i>% who say yes</i> | 73% | 68% |
| <i>Sample size</i> | 43 | 28 |
| Q13: (IF YES AT Q12) Over the past few months would you say that the number of PSHE classes in which extremism issues have been covered has increased, decreased or stayed the same, compared to the previous academic year? <i>% who say increased</i> | 60% | 61% |
| <i>Source: Follow-up survey (Q12/13)</i> | | |

When asked in the follow-up survey *why* the number of classes had increased, notable numbers of respondents highlighted broader increases in awareness and prioritisation, often linked to increased media coverage and high-profile terrorist incidents which had increased awareness, and in some cases anxiety, amongst pupils. Several of the course participants, however, highlighted the PSHE Association training as a driver for the increase. The following comments reflect these stated factors:

"Increase of topic coverage in the media leads to greater exposure of this issue to students and therefore greater need to address these issues in classes." - **Non-participant**

"Events in the news have sparked anxieties amongst the students and we have felt the need to discuss these events and extremism within them." - **Course participant**

"The increased media attention has raised the profile of this topic which needs to be discussed with students in a safe environment. In addition, there are more resources becoming available for schools to cover this topic with the sensitivity that it requires (although, at times, it takes much time searching to find these resources)." - **Non-participant**

"I attended the PSHE Association training which increased my confidence and knowledge around the topic and so I felt able to deliver more effective lessons with appropriate resources." - **Course participant**

4.2 Outcomes

Desired outcome 1: Increased confidence amongst teachers in covering extremism-related topics in the classroom

There were statistically significant increases across all indicators measuring course participants' levels of confidence between the pre- and post-waves, demonstrating how those attending the training were markedly more likely to feel confident in delivering extremism-related topics several months after attending a course. When asked directly in the post-wave to what extent the training had directly improved their confidence in covering extremism-related topics within PSHE classes, 95% said it had, with 71% indicating it had to a *major* extent (see table 4.3).

The findings from the non-participants provide context in which to interpret these increases. Across all measures, this group also showed increases in confidence across the same time period, though not to the same extent. Difference-in-differences analysis² identifies the increases in the proportions saying they '*know as much as I need to about*

² Difference in differences (DiD) is a statistical technique that studies the differential effect of a treatment on a 'test group' versus a 'control group'. It compares the average change over time in the outcome variable for the test group, compared to the average change over time for the control group. The test here uses a DiD regression test, accounting for the correlation between the pre and post responses coming from the same person. The YES/NO response indicates whether the test group shows a statistical significant more positive change over time than the control group, at the 95% confidence level.

the causes of extremism' and *'I feel confident delivering extremism-related topics in the classroom'* were statistically significantly greater amongst those who attended the training. In the case of feeling *'confident I could help young people to be able to question extremist arguments'*, the variation is again pronounced though sample sizes mean that the variation is not quite statistically significant.

The findings suggest an increased focus on extremism-related topics within lessons over the evaluation period, was driven by high profile incidents, related media coverage and greater awareness across society). The findings, however, provide strong evidence that the BSBT-funded training has had a positive impact above and beyond other factors with regards increasing levels of confidence to cover extremism topics in the classroom.

Table 4.3: Confidence in covering extremism-related topics

| | Sample type | 'Pre' surveys | Follow- up survey | % point difference | Significant positive variation Test vs control? (DiD)³ |
|---|--------------------|--|--|---------------------------|--|
| Sample size | | Participants = 146 Non-participants = 123 | Participants = 59 Non-participants = 41 | | |
| I know as much as I need to about the causes of extremism (% agree) | Participants | 9% | 75% | +66 | YES |
| | Non-participants | 20% | 46% | +26 | |
| I feel confident delivering extremism-related topics in the classroom (% agree) | Participants | 24% | 88% | +64 | YES |
| | Non-participants | 28% | 56% | +28 | |
| I feel confident I could help young people to be able to question | Participants | 34% | 85% | +51 | NO |
| | Non-participants | 34% | 63% | +29 | |

³ Throughout this report, the Difference in Differences analysis (DiD) compares data from the 59 course participants and the 41 non participants who completed both a 'pre survey' and the follow-up survey.

| | | | | | |
|--|--------------|-----|---|-----|-----|
| extremist arguments (% agree) | | | | | |
| Q24. To what extent do you feel the training has directly ... improved your confidence in covering extremism-related topics in PSHE classes (% major/minor extent) | Participants | n/a | 95% (71% major extent; 24% minor extent) | n/a | n/a |
| Source: Pre-training (Qs 6, 7, 9)/Non participants pre-surveys (Qs 5, 6, 8) Follow-up survey (Qs 4, 5, 7; 24) | | | | | |

(Table 4.3: Confidence in covering extremism-related topics)

The following comments provide an illustration of the positive impact attributed to the course by some teachers:

"I feel much more comfortable with how to open a dialogue with the children, parents and other members of staff on the issues surrounding extremism. I was provided with useful ideas to gauge the children's current understanding and misconceptions on the topic". -

Course participant

"I felt more secure in delivering to staff what teaching about this aspect actually needed to look like and felt able to quash pre-conceived ideas. I have a better understanding of what extremism and radicalisation actually look like and how the ideas are interwoven in the PSHE curriculum." - **Course participant**

Desired outcome 2: Skills acquired by teachers to cover extremism-related topics more effectively in the classroom

Responses to the follow-up survey with course participants indicate that levels of reported knowledge and skills required to cover extremism-related topics had increased significantly and had been sustained since attending the course. They were more aware of the ways in which young people can become radicalised, far less likely to require further training, and far more likely to know where to look for additional help if required. Almost all (97%) of those completing the follow-up survey said the training had directly increased

their knowledge of the causes of extremism and had provided them with the skills to cover extremism-related topics in PSHE classes (see table 4.4).

Again, measures from non-participants provided context for the interpretation. On all three comparable measures, this group started at a similar position to the course participants and have shown positive trends over the same period, though not to the same extent as those who attended the training. On the first two indicators shown in the table below, the scale of the variations between the two groups is statistically significant, again providing evidence that the training was achieving its intended impact.

Table 4.4: Skills to cover extremism-related topics

| | Sample type | 'Pre' surveys | Follow-up survey | % point difference | Significant positive variation Test vs control? (DiD) |
|---|------------------|--|---|--------------------|---|
| Sample size | | Participants = 146 Non-participants = 123 | Participants = 59 Non-participants = 41 | | |
| I am aware of the main ways in which young people can become radicalised (% <i>agree</i>) | Participants | 72% | 98% | +26 | YES |
| | Non-participants | 77% | 83% | +6 | |
| I need further training to give me the skills to teach extremism-related topics in the classroom (% <i>disagree</i>) | Participants | 5% | 56% | +51 | YES |
| | Non-participants | 4% | 15% | +11 | |
| I am not sure where to look for additional information, support and resources covering extremism-related topics in the classroom (% <i>disagree</i>) | Participants | 27% | 66% | +39 | NO |
| | Non-participants | 20% | 46% | +26 | |
| Q24a. To what extent do you feel the training has directly ... increased your knowledge about the causes of extremism (% <i>major/minor extent</i>) | Participants | n/a | 97% (68% <i>major extent</i> ; 29% <i>minor extent</i>) | n/a | n/a |
| Q24c. To what extent do you feel the training has directly ... provided you with the skills to cover extremism-related topics in PSHE classes | Participants | n/a | 97% (64% <i>major extent</i> ; 32% <i>minor extent</i>) | n/a | n/a |

| | | | | | |
|---|--|--|--|--|--|
| (% major/minor extent) | | | | | |
| Source: Pre-training (Qs 5, 8, 11)/Non participants pre-surveys (Qs 4, 7, 10) Follow-up survey (Qs 3, 6, 9, 24a, 24c) | | | | | |

Desired outcome 3: Increased confidence and improved skills applied during PSHE classes

Around two-thirds (68%) of those who attended the training noted in the follow-up survey that they or others in their school had done something differently as a result of attending the training day. When asked what they had done, the most frequently mentioned actions were enhanced lesson plans, improved mapping to key topics, taking steps to increase confidence across staff members, and expanding classes to a broader range of age groups (see table 4.5).

Those who attended the training were more likely than those who did not to say the way extremism issues had been covered during PSHE classes in their school over the past few months had become more effective (70% vs. 61% amongst those who did not attend training), though this difference is indicative rather than statistically conclusive given the sample sizes.

When probed on reasons for the perceived increase in effectiveness in the way extremism issues are covered during PSHE classes, the most frequent responses related to improvements in confidence and skills of staff which had been driven by (better) training, guidance and resources. The PSHE Association training was the most likely to be cited, though local council-provided training was also mentioned.

Table 4.5: Changes to the way extremism is covered in PSHE classes

| | Those who had attended a training course | Those who had <u>not</u> attended a training course) |
|--|--|--|
| <i>Sample size</i> | 59 | 41 |
| Q25. Have you or others in your school done anything differently as a result of attending the training day on preventing and challenging extremism through PSHE education? (% who say yes) | 68% | n/a |
| <i>Sample size</i> | 43 | 28 |
| Q14: (IF HAVE STATED THAT EXTREMISM ISSUES HAVE BEEN COVERED DURING PSHE CLASSES) Would you say that the way in which extremism issues are covered during PSHE classes in your school has become more effective, less effective, or has not changed over the past few months? (% who say more effective) | 70% | 61% |
| <i>Source: Follow-up survey (Q25; Q14)</i> | | |

The following quotes provide an illustration of the types of things people were doing differently as a result of the training:

"I have led staff training about the course using some of the resources and activities. I am mapping out the PSHE curriculum in more detail to make sure the Upper KS2 classes cover specific lessons on extremism. Researching some of the resources shown to us at the course."

- **Course participant (Test group)**

"I have been able to weave the info learnt throughout the school's PSHE curriculum and included lots of the resources signposted in our resource bank for other teachers to use."

- **Course participant (Test group)**

Desired outcome 4: Positive response from teachers towards Quality Mark online resources

Over half (56%) the course participants recalled having seen/using at least one of the four quality assured resources covering extremism in PSHE education classes. All but one of them found the resources useful (97%) – see table 4.6. When probed, respondents cited them as useful for being up to date, easy to use, saving valuable planning time and providing direct practical pointers for lessons. A few spontaneously noted the high quality and the value of the PSHE Association quality assurance.

"I know that they are appropriate for the classroom as they have been recommended and 'quality assured' by the PSHE Association. I am able to use them safe in the knowledge that there is nothing that will inadvertently encourage extremism/radicalisation." - **Course participant (Test group)**

"Good content, provided ideas to further develop and adapt lessons for our own setting. Provided a good framework." - **Non-participant (Control group)**

Table 4.6: Usage and perceptions of online resources

| | Those who had attended a training course | Those who had <u>not</u> attended a training course) |
|---|--|--|
| <i>Sample size</i> | 59 | 41 |
| Q17: Have you seen or used any of the following quality assured resources around covering extremism in PSHE education classes? (% who cite any of the four listed resources) | 56% | 46% |
| <i>Sample size</i> | 33 | 19 |
| Q25. (IF SEEN ANY) How useful did you find these resources? (% who say very/fairly useful) | 97% (52% very useful; 45% fairly) | 95% (11% very useful; 84% fairly) |
| <i>Source: Follow-up survey (Q17; Q25)</i> | | |

Desired outcomes 5: Increased pupil awareness of potential extremist narrative/behaviour, AND

Desired outcome 6: Increased confidence amongst pupils to handle/counter extremist narrative

Impact on pupils was measured in this evaluation via survey responses from teachers several months after they had attended the training. Around half (47%) stated that changes as a result of attending the course had led to an impact on pupils in their school. Higher numbers cited an impact when prompted with specifics; 81% felt it had led to increased pupil awareness of potential extremist narrative/behaviour and 66% stated it had led to increased confidence amongst pupils to handle/counter extremist narrative (see table 4.7).

Table 4.7: Perceived impact of training on pupils

| | Those who had attended a training course |
|---|---|
| <i>Sample size</i> | 59 |
| Q27. Do you think that changes as a result of attending the course have led to any impact on pupils in your school? (% who say yes) | 47% |
| Q29: To what extent, if at all, do you feel that changes as a result of attending the training have led to the following in your school... Increased pupil awareness of potential extremist narrative/behaviour (% to some extent) | 81% (34% major extent; 47% minor extent) |
| Increased confidence amongst pupils to handle/counter extremist narrative (% to some extent) | 66% (22% major extent; 44% minor extent) |
| <i>Source: Follow-up survey (Q27; Q29)</i> | |

The 47% who cited an impact on pupils in their school typically cited increased levels of awareness and greater breadth of understanding amongst pupils, with some explicitly linking this to the increased levels of confidence amongst teachers and the improved quality of lessons following the training.

"A greater understanding of what extremism is, awareness of how to flag concerns and a general addressing of a very relevant modern issue."

"I think their awareness is now heightened they question things online and they are also more resilient because of the training."

"They will be aware of the breadth of this topic and how it is not just a religious matter."

"Increased awareness, more confident teachers, engaging lesson activities."

"We have been able to have open and honest discussions about a variety of extreme ideologies and the sources of such views. The pupils have felt comfortable doing this and have questioned and analysed the media coverage that [they] see and hear."

Desired outcome 7: Increased (positive) discussion/ dialogue around extremism issues within schools (and wider local communities).

Since there was no direct engagement with other school staff or pupils, only indirect evidence from the teacher survey was available to assess delivery of this outcome. The majority (81%) of course participants felt that there had been more discussion around extremism issues within their school as a result of changes stemming from the training, which suggests that they were positively embracing the potential for broader (positive) change (see table 4.8).

Table 4.8: Perceived impact of training on school

| | Those who had attended a training course |
|--|---|
| <i>Sample size</i> | 59 |
| Q29: To what extent, if at all, do you feel that changes as a result of attending the training have led to the following in your school... More discussion around extremism issues within the school (% to some extent) | 81% (36% major extent; 46% minor extent) |
| <i>Source: Follow-up survey (Q29)</i> | |

The survey included a question about the respondent's ability to provide colleagues with knowledge and skills to improve their ability to cover extremism topics. This may be an indicator of potential broader discussion and positive, informed dialogue around counter extremism issues in schools. Both the course participants and non-participants showed an increase in confidence over time, with the increase amongst participants being significantly higher (see table 4.9).

Table 4.9: Ability to provide colleagues with confidence/skills

| | Sample type | 'Pre' surveys | Follow-up survey | % Point difference | Sig. variation Test vs control? (DiD) |
|--|------------------|--|--|--------------------|---------------------------------------|
| Sample size | | Participants = 146 Non-participants = 123 | Participants = 59 Non-participants = 41 | | |
| I feel able to provide colleagues with knowledge and skills to improve their ability to cover extremism topics (% agree) | Participants | 18% | 81% | +63 | YES |
| | Non-participants | 20% | 49% | +29 | |
| Source: Pre-training (Q10)/Non participants pre-surveys (Q9) Follow-up survey (Q 8) | | | | | |

4. Key Findings: Process Evaluation

The evaluation activity was focussed on the **impact** of the BSBT-funded activities, though the various survey tools do provide some indicators of how well the activities were delivered and pointers for any future similar courses.

Overall, the training courses and online resources were delivered as intended and well received by participants. When asked immediately after receiving the training, over nine in ten (91% of 144 course participants) rated the course they attended as 'excellent' (53%)

or 'very good' (38%), whilst the remainder scored it good or satisfactory (none rated it as poor).

When asked what they felt were the strengths of the sessions immediately after receiving the training, a range of positive aspects were highlighted, notably the **expertise and engaging nature of the facilitation**, the **content and structure of the sessions**, and the **balance between presentational and interactive elements**. There was also particular praise for the **resources** that were made available.

"Expert guidance - carefully constructed. Good discussion with colleagues."

"Lots of opportunity to share ideas. Good quality resources. Good balance of active participation and listening."

"Teaching resources and techniques. Discussion with other delegates. Presenter - lots of experience, tips and great understanding!"

"Networking with other colleagues. Sharing ideas with the presenters and other colleagues. The documents on the USB stick."⁴

When asked if anything about the training could be improved moving forwards, there were no substantial issues raised which is not surprising given the high levels of overall satisfaction with the sessions. Most requests related to further additional resources, including lesson plans.

The following comments reflect the types of requests made.

"An example lesson plan for each key stage."

"Would love to see more resources - books, puppets, etc."

"Possibly short videos of resources that can be used."

⁴ The PSHE Association have confirmed that the USB stick contained a range of materials e.g. their Curriculum for Life and Key principles of effective prevention education documents, Keeping Children Safe in Education, the DfE & Home Office's briefing on how social media is used to encourage travel to Syria and Iraq, alongside the *Understanding PSHE education's role in preventing and challenging extremism* evidence document.

5. Lessons learnt and conclusions

The evaluation provides robust evidence that the PSHE Association has successfully utilised BSBT funding to deliver the intended outcomes of its project, with strong indications that the BSBT-funded activities have had a sustained positive impact on the ability of teachers to deliver counter-extremism activity in the context of PHSE lessons in primary and secondary schools. The training and supporting resources have led to significantly increased levels of confidence and improved skills in covering extremism-related topics in the classroom. The evaluation findings show that the BSBT-funded activity has been a significant driver to cited improvements, above and beyond other contributory factors.

The rationale for the funded activities was based on evidence of demand and findings suggest that this demand may have further increased since the PSHE Association ran the training courses. Only indirect evidence was available about the impact on pupils and broader school communities, but this suggests that the activities will play a part in ensuring that **fewer people hold attitudes, beliefs and feelings that oppose shared values**, and in building **more resilient communities**.

Overall, the findings support further provision of similar training courses within the PSHE sector, with ongoing review and development of supporting resources. It would, however, be helpful to conduct evaluation of the impacts of the teacher training on schools and children in order to confirm that such training delivers the ultimate goals of the BSBT programme.

The findings from this in-depth project evaluation (IDPE) will be integrated into the overall analysis and synthesis of the BSBT programme in order to establish to what extent the programme as a whole has contributed to an increased sense of belonging, more resilient communities and increased support for shared values at a local level.

6. Appendices

6.1 Further details on methodology

Pre-training and post-training surveys ('Test' group)

These surveys utilised self-completion questionnaires which were developed in liaison between Ipsos MORI and the PSHE Association. A set of questions was developed to measure the extent to which participants' attitudes relating to stated outcomes (as per the logic map) had changed since participating in the day's training. These were supplemented by questions that were adapted from previous a PSHE Association course evaluation questionnaire which sought to identify expectations, learnings and pointers for any improvements for future courses. Questionnaires were distributed and collected by PSHE Association staff at the sessions. Ipsos MORI processed and analysed the data from the surveys.

The questionnaires provide an effective snapshot of how views compared across the course of the day, though cannot be claimed to provide longer-term indicators of outcomes. Like any similarly administered questionnaire, it is not possible to determine the extent to which there are 'halo' effects, or biases present in responses due to course facilitators being present, the respondent completing questionnaires within the training environment and/or surrounded by other course participants. Within this report we use the pre-training questionnaire for the 'pre' test group measures. We have not presented findings from the post-training survey as we have focussed the 'post' test group findings on the later follow-up survey in order to provide more robust and comparable longer-term measures.

Non-participants pre-survey ('Control' group)

During the course of discussions around the evaluation, a potential control audience was identified which could be used to compare and contrast the views of the course participants (i.e the 'test' group). The advantage of a control group is that it can allow us to test whether any changes observed in the test group are purely due to the intervention (in this case the training course), or whether other factors are having an effect. The PSHE Association identified a total of 578 of its members who had applied for a place on one of the four training courses, but who had not been allocated a place

due to limits on capacity. These members were identified as a potentially strong control group on the basis that:

1. They had applied to attend the course and so could be assumed to have the same level of interest/ engagement in covering extremism issues in schools as those who applied and attended.
2. There should not be any strong inherent differences in the backgrounds, experiences or motivations of the two groups (though this cannot be ruled out since a purely random selection may not have been applied).

Timings meant that the opportunity to contact this audience was only possible after the training had taken place. To minimise the turnaround time of the survey and to enable the use of reminders within the timetable, we agreed that an online survey would be most appropriate. This survey included the same outcome-focussed measures as the pre/post-training questionnaires outlined above. This does mean that the control group, whilst valid, does differ from the test group in terms of the timings and the mode of data collection of the pre-wave. Ipsos MORI created a secure link to the online survey which the PSHE Association distributed to 578 of its members. Following two reminder emails, there were a total of 123 responses which were analysed by Ipsos MORI.

Follow-up survey ('Test' and 'Control' groups)

Since the PSHE Association held details of those who had attended the training courses, it was possible in this instance to conduct a longer-term follow-up survey to measure how key perceptions and attitudes may have changed and assess the longer-lasting impact of the training. It was also possible to introduce a control element by re-contacting those who had not attended training but who had completed the non-participants pre-survey and given their permission to be re-contacted by the PSHE Association as part of the evaluation (118 of the 123 respondents to this initial survey gave permission to be re-contacted). Ipsos MORI developed a questionnaire in close liaison with the PSHE Association and the Home Office which allowed key measures to be tracked, as well as ask pointed questions around impact of the training. The PSHE Association emailed survey links in March 2018, which was four to six months after the training sessions took place. Following two reminder emails, there were 100 responses, 59 from training participants (Test) and 41 from non-participants (Control).

6.2 Strengths and limitations of the evaluation approach

Strengths

There are various strengths to the evaluation approach, which has been made possible due to the willingness and efforts of staff at the PSHE Association:

- Ability to measure impact over a longer time period (four to six months following the training, rather than relying on immediate post-session measures).
- Presence of a control group against which pre-post measures within the test group can be compared, thereby increasing robustness of the evaluation and ensuring critical context around the impact of the training (vs. other factors).
- Questionnaires which provide measures closely aligning to project outcomes, whilst also providing flexibility to include questions of operational benefit to PSHE Association.
- Sample sizes which allow an analysis approach which includes cross-sectional and longitudinal difference-in-difference analyses.
- Utilisation of a focussed context-setting paper to support and enhance the logic model.

Limitations

As with all evaluations, there are limitations which are important to take into account when interpreting findings and in development of future activity:

- Variations in the timings and data collection methods for the pre-waves, as well as the non-randomised selection of course participants, means that the test and control groups are not fully comparable.
- Larger sample sizes would allow for greater opportunities to detect significant patterns and variations within the data.
- Whilst the focus on the survey elements have provided a more robust evaluation, tailored accompanying qualitative research would provide additional insight.
- The large drop off in response between the pre and post surveys for both teachers who attended training (from 146 to 59) and those who did not (from 123 to 41) raises questions around the representativeness of post survey findings.
- Scope of evaluation did not cover primary research with pupils or broader communities within schools; findings are very much from the immediate

beneficiaries' perspective (i.e. the teachers who attended/applied to attend training).

6.3 Evaluation questionnaires

Pre-questionnaire (Primary version shown; Secondary version was exactly the same)

PRIMARY PRE-COURSE QUESTIONNAIRE



Please do not write your name anywhere on the survey to ensure your responses remain anonymous and confidential in reporting. All completed questionnaires will be returned directly to the independent market research company, Ipsos MORI, who will process the information provided. Questions relating to background and personal characteristics are included for analysis purposes only.

1. **Today's Date:** *(day/month/year)*

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

2. **Which of the following describes how you think of yourself?**

Male ☐ Female ☐ In another way ☐

3. **Date of birth:** *(day/month/year)*

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

4. **What are you hoping to gain or learn from this training?**

PLEASE COMPLETE QUESTIONS ON NEXT PAGE

How much do you agree or disagree with the following statements? *Please tick one box for each statement*

| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. I am aware of the main ways in which young people can become radicalised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I know as much as I need to about the causes of extremism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel confident delivering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I need further training to give me the skills to teach extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I feel confident I could help young people to be able to question extremist arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I feel able to provide colleagues with knowledge and skills to improve their ability to cover extremism topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I am not sure where to look for additional information, support and resources covering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Including extremism-related content within lessons should be a priority for schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I feel confident about managing the sensitivities around discussing extremism in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. What is your ethnic group? Asian ☐ Black / African / Caribbean ☐ Mixed ☐ White ☐ Other ☐ _____

15. What is your religion? Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐ No religion ☐ Other ☐ _____

Thank you for taking the time to complete these questions

Post-training questionnaire (Primary version shown; Secondary version was exactly the same)

PRIMARY POST-COURSE QUESTIONNAIRE



Please do not write your name anywhere on the survey to ensure your responses remain anonymous and confidential in reporting. All completed questionnaires will be returned directly to the independent market research company, Ipsos MORI, who will process the information provided. Questions relating to background and personal characteristics are included for analysis purposes only.

1. Today's Date: (day/month/year)

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

2. Which of the following describes how you think of yourself?

Male ☐ Female ☐ In another way ☐

3. Date of birth: (day/month/year)

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

How much do you agree or disagree with the following statements? *Please tick one box for each statement*

| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. I am aware of the main ways in which young people can become radicalised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I know as much as I need to about the causes of extremism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I feel confident delivering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I need further training to give me the skills to teach extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I feel confident I could help young people to be able to question extremist arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I feel able to provide colleagues with knowledge and skills to improve their ability to cover extremism topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I am not sure where to look for additional information, support and resources covering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Including extremism-related content within lessons should be a priority for schools ☐ ☐ ☐ ☐ ☐
12. I feel confident about managing the sensitivities around discussing extremism in the classroom ☐ ☐ ☐ ☐ ☐

PLEASE COMPLETE QUESTIONS ON NEXT PAGE

13. Please rate today's training overall by ticking the appropriate box

| Excellent | Very good | Good | Satisfactory | Poor |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. What do you think is the most important thing you learned from today's sessions?
15. What do you think were the strengths of today's sessions?
16. Was there anything covered in the sessions that you would like to know more about, or don't feel clear about?
17. Is there anything that could be improved next time?
18. What is your ethnic group? Asian ☐ Black / African / Caribbean ☐ Mixed ☐ White ☐ Other ☐ _____
19. What is your religion? Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐ No religion ☐ Other ☐ _____

Thank you for taking the time to complete these questions

Non participants pre-questionnaire (online)

COMPARISON GROUP PRE QUESTIONNAIRE



THIS QUESTIONNAIRE WILL BE SCRIPTED ONLINE AND DISTRIBUTED VIA PSHE ASSOCIATION TO MEMBERS WHO WERE UNABLE TO SECURE A PLACE IN THE FIRST EIGHT COURSES RUN (C. 400-500 PEOPLE). IPSOS MORI TO PROVIDE SECURE LINK TO SURVEY PAGE.

Ipsos MORI is working with the PSHE Association to understand the views of members around the courses it runs. We are very interested in your views and the **PSHE Association are committed to offering priority booking for future extremism-related courses to those who respond to the survey.**

Participation in this study is entirely voluntary and you are free to leave out any question. All responses will remain anonymous and confidential. All completed surveys will be processed directly by Ipsos MORI, who will use the anonymous information within a report to the Home Office who have supported PSHE Association through the Building a Stronger Britain Together Programme. Ipsos MORI will only pass on details to PSHE Association in order that they are able to prioritise future courses. Ipsos MORI will not pass on any responses to questions to PSHE Association.

Questions relating to background and personal characteristics are included for analysis purposes only.

1. Which of the following describes how you think of yourself?

Male ☐ Female ☐ In another way ☐

2. Date of birth: *(day/month/year)*

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

3. What would you hope to gain or learn from attending any future training on preventing and challenging extremism through PSHE education?

(open-ended response box)

How much do you agree or disagree with the following statements? *Please tick one box for each statement*

| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. I am aware of the main ways in which young people can become radicalised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I know as much as I need to about the causes of extremism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I feel confident delivering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I need further training to give me the skills to teach extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I feel confident I could help young people to be able to question extremist arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I feel able to provide colleagues with knowledge and skills to improve their ability to cover extremism topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I am not sure where to look for additional information, support and resources covering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Including extremism-related content within lessons should be a priority for schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I feel confident about managing the sensitivities around discussing extremism in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. What is your ethnic group? Asian ☐ Black / African / Caribbean ☐ Mixed ☐ White ☐ Other ☐ _____

14. What is your religion? Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐ No religion ☐ Other ☐ _____

15. Do you wish Ipsos MORI to let PSHE Association know that you have taken part in the survey and therefore prioritise you for a place on future courses covering counter-extremism related issues? Please note, none of your response details would be shared, only your name.

Yes, I am happy for Ipsos MORI to inform PSHE Association of my involvement ☐

No, please do not inform PSHE Association of my involvement ☐

Thank you for taking the time to complete these questions

ONLINE FOLLOW-UP QUESTIONNAIRE



This questionnaire will be scripted online and distributed via PSHE Association to the following. Ipsos MORI to provide secure link to survey page.

- 1) Members who attended the eight courses run (c. 200 people) – ‘test’ group
- 2) Members who were not able to secure a place and who completed a previous survey and agreed to be re-contacted – ‘comparison’ group (118 people)

Intro for Test/Comparison group

Ipsos MORI is working with the PSHE Association to understand the views of members around the courses it runs. We are very interested in your views as someone who has fairly recently attended one of the courses run by the PSHE Association/as someone who previously completed a survey and agreed to be re-contacted.

Participation in this study is entirely voluntary and you are free to leave out any question. All responses will remain anonymous and confidential. All completed surveys will be processed directly by Ipsos MORI, who will use the anonymous information within a report to the Home Office who have supported PSHE Association through the Building a Stronger Britain Together Programme. Ipsos MORI will not pass on any responses to questions to the PSHE Association.

Questions relating to background and personal characteristics are included for analysis purposes only.

1. Which of the following describes how you think of yourself?

Male ☐ Female ☐ In another way ☐

2. Date of birth: (day/month/year)

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

How much do you agree or disagree with the following statements? Please tick one box for each statement

| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. I am aware of the main ways in which young people can become radicalised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I know as much as I need to about the causes of extremism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. I feel confident delivering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I need further training to give me the skills to teach extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel confident I could help young people to be able to question extremist arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I feel able to provide colleagues with knowledge and skills to improve their ability to cover extremism topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I am not sure where to look for additional information, support and resources covering extremism-related topics in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Including extremism-related content within lessons should be a priority for schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I feel confident about managing the sensitivities around discussing extremism in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Have extremism issues been covered during PSHE classes in your school over the past few months?

- Yes
- No
- Don't know

ASK IF YES AT Q12

13. Over the past few months would you say that the number of PSHE classes in which extremism issues have been covered has increased, decreased or stayed the same, compared to the previous academic year?

- Increased
- Decreased
- Stayed the same
- Don't know

ASK IF YES AT Q12

14. And would you say that the way in which extremism issues are covered during PSHE classes in your school has become more effective, less effective, or has not changed over the past few months?

- More effective
- Less effective

Stayed the same
Don't know

IF INCREASED/DECREASED AT Q13:

15. What do you think are the reasons for the *increase/decrease* in number of classes in which extremism issues are covered?

Open-ended

IF MORE/LESS EFFECTIVE AT Q14:

16. What do you think are the reasons why extremism issues are being covered *more/less* effectively?

Open-ended

17. Have you seen or used any of the following quality assured resources around covering extremism in PSHE education classes?

TICK ALL THAT APPLY

A. PSHE Association & Medway “Addressing Extremism” Lesson Plans for KS4 students

B. Childnet “Trust Me” Lesson Plans for KS3 students

C. Jo Cox Foundation Activity Pack for KS3 & KS4

D. Remembering Srebrenica lesson and assembly pack

E. None of these

F. Don't know

ASK IF ANY USED (CODES A-D AT Q17):

18. How useful did you find these resources?

Very useful

Fairly useful

Not very useful

Not at all useful

Don't know

ASK IF CODES 1-2 AT Q18:

19. In what ways did you find them useful?

Open-ended

ASK IF CODES 3-4 AT Q18:

20. How could they have been made more useful?

Open-ended

21. What, if any, are the main barriers or challenges to covering extremism issues during PSHE classes?

Open ended

22. What, if any, specific extremism issues or aspects of extremism are particularly challenging to cover in PSHE classes?

Open ended

ASK QUESTIONS 23-29 TO 'TEST' GROUP ONLY

The next questions focus on the PSHE Association's training day that you attended in October/November last year on Preventing and challenging extremism through PSHE education. Please be honest in your responses, all responses to the survey will remain anonymous and confidential.

23. What impact, if any, do you think that attending the course has had on you?

Open ended

24. To what extent do you feel the training has directly led to the following ...

- a) Has increased your knowledge about the causes of extremism?
- b) Has improved your confidence in covering extremism-related topics in PSHE classes?
- c) Has provided you with the skills to cover extremism-related topics in PSHE classes?

To a major extent

To a minor extent

No change
Don't know

25. Have you or others in your school done anything differently as a result of attending the training day on Preventing and challenging extremism through PSHE education?

Yes
No
Don't know

ASK IF YES AT Q25

26. What have you done differently?

Open-ended

27. Do you think that changes as a result of attending the course have led to any impact on pupils in your school?

Yes
No
Don't know

ASK IF YES AT Q27

28. What impact, if any, do you think that changes as a result of attending the course have had on pupils in your school?

Open-ended

29. To what extent, if at all, do you feel that changes as a result of attending the training have led to the following in your school...

- a) Increased pupil awareness of potential extremist narrative/ behaviour**
- b) Increased confidence amongst pupils to handle/counter extremist narrative**
- c) More discussion around extremism issues within the school**

To a major extent

To a minor extent
No change
Don't know

ASK ALL

30. What further help or support do you feel would be helpful in preventing and challenging extremism in your school?

Open-ended

The final questions are for monitoring and analysis purposes only to inform the Home Office's Building a Stronger Britain Together programme.

31. What is your ethnic group? Asian ☐ Black / African / Caribbean ☐ Mixed ☐ White ☐ Other ☐ _____

32. What is your religion? Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐ No religion ☐ Other ☐ _____

Thank you for taking the time to complete these questions

For more information

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About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.