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What's new in the library?

national children's bureau

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This is a listing of all new books, pamphlets, reports and journal articles in the field of PSHE and Citizenship that have been added to the NCB Library database in the past month.

BEARINGER, L.H., and others (2007)
Global perspectives on the sexual and reproductive health of adolescents: patterns, prevention, and potential. Lancet, (March) [Adolescent Health] pp17-28. (Globally, a series of factors have placed today's adolescents at heightened risk for poor outcomes, and country-level data show that continued investment in prevention and treatment strategies is essential to protect adolescents' sexual and reproductive health. Adolescents need access to good youth-friendly services, effective sex education programmes and youth development programmes that connect them with supportive adults and with educational and economic opportunities. Progress has been made since the 1994 International Conference on Population and Development, but adolescents continue to be disproportionately burdened by threats to their sexual and reproductive health). Location(s):Library
Shelf mark: [Pamphlet Boxes. IVTC B3]

BOURTON, V. (2006)
Sex education in school: young people's views. Paediatric Nursing, vol.18, no.8 (Oct). pp20-22. (Bourton explored adolescents' levels of knowledge on sexual health issues and their views on the sex education they received a part of their compulsory education. Twenty students from two schools completed a short questionnaire and participated in a focus group discussion. The students had an excellent level of knowledge about sexual health issues, contradicting the findings of a Social Exclusion Unit report on adolescent pregnancy which declared that ignorance is the key to adolescents' sexual health concerns. However, they felt that their sex education was `too little, too late' and that it should be taught by someone other than a teacher. Bourton concludes that if adolescent sexual health is to improve, sex education should be introduced earlier in the curriculum by an acceptable outside `teacher'). Location(s):Library

BUDDERY, P. (2007)
A snapshot of anti-bullying work: Children and Young People's Plans. Childright, no.234 (Mar). pp26-30. (Taken from a report about bullying from the Office of the Children's Commissioner, this paper reports on anti-bullying work through Children and Young People's Plans. Drawing on a small sample of these plans, it aims to identify ways in which they address issues of bullying, to look at examples of current practice and to observe the strategic judgements that inform anti-bullying work. One of the key findings is that all the plans mention bullying and all but two set out clear commitments to tackling it; a clear and encouraging signal that anti-bullying work is now part of the core work of children's services across England. However, although there are clear indications of progress with anti-bullying work and practice, the author warns that anti-bullying work is long-term work with no 'quick fix' and that many challenges remain). Location(s):Library

DUNCAN, F. (2007)
Best practice in screening for obesity in childhood. Nursing Times, vol.103, no.15 (10 Apr) pp28-29. (Describes the results of a pilot run by school nurses for an audit to examine best practice in collecting data on the size of 11 year-old school children). Location(s):Library

EVANS-WHIPP, T.J., and others (2007)
School, parent and student perspectives of school drug policies. Journal of School Health, vol.77, no.3 (Mar). pp138-146. (Using data from students in the United States and Australia [countries with contrasting national drug policy frameworks], this study compares how effectively schools communicate school drug policies to parents and students, how they are implemented, and what policy variables impact on students' drug use at school and their perceptions of other students' drug use at school. Results indicated that schools' policies and enforcement procedures reflected national policy approaches, and that parents and students knew about their school's drug policy. The authors conclude that, effectively delivered, policy messages are associated with a reduction in student drug use at school). Location(s):Library

GHOSE, D. (2007)
Drug education fights for its future. Young People Now, no.372 (18 Apr) pp9. (Professionals give their views on cuts to drug and alcohol action team funding for drug education work). Location(s):Library

HALL, T., and COFFEY, A. (2007)
Learning selves and citizenship: Gender and youth transitions. Journal of Social Policy, vol.36, no.2 (Apr). pp279-296. (Using empirical work on youth transitions this article explores the ways in which citizenship is learnt and lived by young people. Draws on some of the models of citizenship identified by Lister et al [2003] in their study of young people's perceptions of citizenship, particularly in relation to the gendered experiences and realities of youth transitions to adulthood). Location(s):Library

HAYWOOD, K. (2007)
Tackling obesity at schools in Birmingham. British Journal of School Nursing, vol.2, no.2 (Mar/Apr) pp50-55. (Describes the Villa Vitality project, a joint project between the Heart of Birmingham Teaching Primary Care Trust and Aston Villa football club, which aims to address increasing levels of childhood obesity in some of the most disadvantaged areas of Birmingham. The project teaches children about making healthy food choices and works to motivate them to adopt a physically more active lifestyle. Results have been encouraging and the project has provided a good example of public/private partnership and multi-disciplinary working). Location(s):Library

HOUSE OF COMMONS (2007)
Bullying: third report of session 2006-2007. London: TSO. 243pp. (HC 85). (The Select Committee report examines the progress that has been made to address the problem of bullying of children and young people and the effect it has on their educational and social achievements. It looks at the barriers to effective anti-bullying practice in schools, issues of prejudice-driven bullying including SEN-related, homophobic and faith-based bullying and cyberbullying. The report finds that defining bullying and identifying instances of bullying is the first potential barrier to successfully tackling the problem. It says that teachers and staff, pupils and parents, should all be aware of their school's definition of bullying and how this affects their behaviour. The attitude and engagement of head teachers is seen as crucial in efforts to tackle bullying. The focus of anti-bullying guidance should be on tackling anti-bullying behaviour and making it clear that such behaviour is not acceptable. The Department for Education and Skills should issue new guidance to local authorities and schools on when the use of exclusion is appropriate. A lack of accurate and reliable data on bullying is identified as another barrier to more effective anti-bullying work and the report recommends that the government should commission a long-term study of a number of schools, looking at both general trends in bullying and the effectiveness of different interventions. It also recommends that the government needs to foster a more open culture where schools are encouraged to be open about incidents of bullying, have effective ways of dealing with bullying, and provide support for victims of bullying, rather than fearing to report incidents of bullying in case it damages their reputation. The report looks at work carried out by the voluntary sector and considers how it can better promote good practice. The report, including formal minutes, oral and written evidence, is available to download at: www.publications.parliament.uk/pa/cm/cmeduski.htm) Location(s):Library
Shelf mark: [Main Shelves. JHH H8]

HUNT, C. (2007)
The effect of an education program on attitudes and beliefs about bullying and bullying behaviour in junior secondary school students. Child and Adolescent Mental Health, vol.12, no.1 (Feb). pp21-26. (Reports on an evaluation of a bullying intervention in six Australian schools, with children aged between 12 and 15 years. The intervention provided education to pupils, teachers and parents about bullying and anti-bullying practice. Pupils reported bullying experiences on the Peer Relations Questionnaire and on attitudes using the Attitude to Victim and Bully Scales, prior to the intervention and one year later. Results showed that one year on there was little difference between conditions on most measures. This suggests that short-term educational interventions have little impact on bullying and that schools may need to develop different approaches). Location(s):Library

HUPPERT, F. (ed.) (2005)
The science of well-being. Oxford: Oxford University Press. 546pp. (Designed for a general readership, this book takes a cross-disciplinary approach to a new field of science. It sets out to explore the most promising routes to well-being, derived from the latest research in psychology, neuroscience, social science, economics and the effects of our natural environment. It endeavours to understand how individuals and societies thrive and flourish, and how this new knowledge can be applied to foster happiness, health and fulfillment, and institutions that encourage the development of these qualities. Drawing on the work of well-known researchers it considers the scientific basis of happiness and well-being, combining perspectives from psychology, economics, biology and social science. It demonstrates how an emphasis on understanding well-being will help us improve people's lives and create positive social institutions, and extends and broadens the rapidly growing field of positive psychology). Location(s):Library
Shelf mark: [Main Shelves. IVD H9]

LAYARD, R. (2007)
Happiness: lessons from a new science. London: Penguin. 310pp. (Despite many of the world's population becoming increasingly healthy and prosperous, the author argues that most people are no happier than they were fifty years ago. Drawing on philosophy, economics, the latest psychological research, and on his experience as a policy adviser, the author explores the concept of happiness and calls for us to reappraise our personal choices and philosophy of life). Location(s):Library
Shelf mark: [Main Shelves. IVD L4]

LIANG, H., FLISHER, A.J., and LOMBARD, C.J. (2007)
Bullying, violence, and risk behaviour in South African school students. Child Abuse & Neglect, vol.31, no.2 (Feb). pp161-171. (Presents a study that examined the prevalence of bullying among South African adolescents and the association of bullying behaviour with levels of violence and risk taking behaviour such as substance misuse. Findings showed that over a third of students were involved in bullying behaviour; 8.2 per cent as bullies, 19.3 per cent as victims and 8.7 per cent as bullying-victims [those that are both bullied and bully others]. There was evidence of higher levels of violent and anti-social behaviours among bullies, victims and bully-victims compared to controls not involved in bullying behaviour. Findings suggest that bullying is a common problem among South African adolescents and that involvement in bullying as bully or victim can act an indicator for other behavioural difficulties). Location(s):Library

LOW, N. (2007)
Screening programmes for chlamydial infection: when will we ever learn? British Medical Journal, vol.334, no.7596 (7 Apr) pp725-728. (With more countries recommending screening programmes for chlamydial infection, Low argues that such programmes are not underpinned by sound evidence). Location(s):Library

MORGAN, R. (2007)
Looked after in England: how children living away from home rate England's care. A children's views report. Newcastle upon Tyne: Commission for Social Inspection. 32pp. (A fifth of children in care who took part in a consultation said that gangs and bullies were the worst thing about where they lived. The report revealed that over half the children who responded have been bullied – 20 per cent of these are frequently victims. Just under two thirds said it was verbal bullying, such as being teased, sometimes because they are in care. When looking at how well England gives children their rights under the United Nations Convention on the Rights of the Child, the children and young people said England did worst at keeping children safe when out in town. However, they did agree that they were being kept safe in the building they live in and reasonably safe at school. Another area of concern was that over a third of the children who took part said they were never, or only sometimes, asked about things that mattered to them. And even when consulted a similar number said they were not taken as seriously as an adult and that their opinions did not make a difference. Many of the children and young people who took part said they had freedom about what to think, what to believe and what faith to follow. Having activities in the local area was very important, achieving mixed results about whether children thought they were well served, with this scoring highly in both the best and worst things about where children live. When asked whether they thought they were getting a good education, 75 per cent of the children gave their education a rating of eight or more out of ten, although having to change schools can make a difference). Location(s):Library
Shelf mark: [Main Shelves. QVIE M8]

MULLINAR, G. (2007)
Sex and relationships education - we'll tell you what we want, what we really, really want! Education Review, vol.20, no.1 (Spring). pp74-81. (Draws on the views of young people to demonstrate the value of, and need for, effective sex and relationships education [SRE] in schools. Explores what entitlement to effective SRE means and provides evidence that pupil satisfaction with SRE tends to decrease in secondary schools. Describes the campaign to make SRE within PSHE a statutory part of the national curriculum and details parental support for SRE in schools. Identifies how schools can support Every Child Matters outcomes by tackling issues such as online safety and by supporting pupils to access confidential health services). Location(s):Library
Shelf mark: [Pamphlet Boxes. JKY M9]

NATIONAL CHILDRENS BUREAU (2007)
Bullying and disability. London: National Children's Bureau. 4pp. (Spotlight briefing). (This briefing looks at evidence of the increased vulnerability of disabled children and young people to bullying and the impact this can have on them. It considers the legislative and policy context, including the new Disability Equality Duty. It also suggests what further action can be taken by schools and those working with disabled children and young people to ensure that are providing inclusive, safe and positive environments, free from disablist bullying. Available on the Anti-Bullying Alliance website at: www.anti-bullyingalliance.org.uk and the PSHE Information website at: www.ncb.org.uk/library/pshecis). Location(s):Library
Shelf mark: [Pamphlet Boxes. JHH N2]

NATIONAL INSTITUTE FOR HEALTH AND CLINICAL EXCELLENCE (2007)
Community-based interventions to reduce substance misuse among vulnerable and disadvantaged children and young people. London: NICE. 46pp. (NICE public health intervention guidance 4). (This NICE guidance on community-based interventions to reduce substance misuse among vulnerable and disadvantaged children and young people, calls for anyone who works with young people to identify those who are vulnerable to drug problems and intervene at the earliest opportunity. It gives advice on stepping in and helping young people access the right support and services and outlines effective individual, family and group-based support which can improve motivation, family interaction and parenting skills. Available on the NICE website at: http://guidance.nice.org.uk). Location(s):Library
Shelf mark: [Pamphlet Boxes. QVN N5]

OFFICE FOR STANDARDS IN EDUCATION (2007)
Time for change? Personal, social and health education. London: Ofsted. 24pp. (Evaluates current provision of personal, social and health education [PSHE], including drug education, sex and relationships education, health education, transition from Key Stage 2 to Key Stage 3, and support services to respond to individual needs. Examines whether PSHE is based sufficiently closely on the needs of young people and how the outcomes might best be achieved. Considers the pressures that children and young people face as they mature and discusses the significant role played by most parents in advising and supporting their children. Notes that schools and PSHE programmes in particular, have a major role to play in the personal and social development of young people. Report available from www.ofsted.gov.uk). Location(s):Library
Shelf mark: [Pamphlet Boxes. JKZ O3]

PERKINS, H.W. (2003)
The social norms approach to preventing school and college age substance abuse. San Francisco (USA): Jossey-Bass. 320pp. (Of interest to educators, counsellors and clinicians, this handbook offers an alternative to traditional methods of preventing substance misuse among young people. It outlines the 'social norms' approach, which identifies young people's misconceptions about their peers' norms and promotes the accurate reporting of actual positive norms that exist among them. The book includes case studies and information on a variety of topics including: implementation of social norms campaigns in secondary school, college and community settings; data that confirm common misconceptions about peer alcohol, tobacco and drug use and how revising these perceptions can reduce substance misuse; use of the media and the curriculum to reduce problem drinking and tobacco use; how to target high risk groups; building student support for school policies; reinforcing parental involvement with adolescents, using the social norms approach; and potential applications of the social norms model with other risk behaviours). Location(s):Library
Shelf mark: [Main Shelves. JKZ P4]

REUTER, P., and STEVENS, A. (2007)
An analysis of UK drug policy: A monograph prepared for the UK Drug Policy Commission. London: UK Drug Policy Commission. p108p. (This study assesses the evidence relating to the UK drug problem and analyses the impact of current policies. It shows that Britain has the highest rate of illicit drug use and dependence, and the second highest rate of drug-related deaths in Europe. It questions the effectiveness of drug education and prevention programmes and describes the government's drug policy as 'limited', but does not say that it has failed. The authors highlight the successful expansion of the drug treatment programme and the decline

in cannabis use following the decision to downgrade the drug to Class C. The study calls for more investment in independent evaluation of the impact of drug policies, especially enforcement, to ensure that policy makers are able to identify and introduce effective measures in the future. The full report and an executive summary are available on the UK Drug Policy Commission website at: www.ukdpc.org.uk) Location(s):Library
Shelf mark: [Main Shelves. QNV R3]

SADLER, L.S., and others (2007)
Promising outcomes in teen mothers enrolled in a school-based parent support program and child care center. Journal of School Health, vol.77, no.3 (Mar). pp121-130. (Describes a cohort of adolescent mothers and their children attending an American urban high school with a parent support programme and school based child care centre. The study aimed to examine maternal characteristics and outcomes, and child developmental outcomes. Results from the study suggested that for at-risk adolescent mothers, this parent support programme and school based child care setting offered effective support and allowed the young mothers to stay engaged with school). Location(s):Library

SALMAN, S. (2007)
Mother country. Local Government Chronicle, (5 Apr) pp20-21. (Looks at what local councils are doing to reduce teenage pregnancy rates). Location(s):Library

SELDON, A., and MORRIS, I. (2007)
Should schools be teaching happiness? Education Review, vol.20, no.1 (Spring). pp44-49. (Anthony Seldon and Ian Morris, Master and Head of Philosophy and Religion at Wellington College, make the case for schools to teach happiness [wellbeing] to their students. In this article they discuss why they believe all schools in Britain should be teaching wellbeing, and then describe how pupils at Wellington College experience wellbeing classes. Each lesson begins with two features: meditation and 'blessing counting' followed by various elements of the skills of wellbeing. The authors say these may not be immediately meaningful for students but should equip them with life skills for the rest of their lives). Location(s):Library
Shelf mark: [Pamphlet Boxes. JKZ S3]

SPOTLIGHT (2007)
Bullying. See it, get help, stop it. Spotlight, no.9 (Apr). London: National Children's Bureau. 15pp. (This issue of Spotlight focuses on bullying and includes articles from a wide range of contributors, which highlights two key aspects of bullying: that it takes many forms and finds many different targets, although some children are more vulnerable than others; and that effective work against bullying requires the involvement of a range of services and professionals across different settings. Includes a copy of the Spotlight Briefing: 'Bullying and Disability' and suggestions for other resources. Available on the Anti-Bullying Alliance website at: www.anti-bullyingalliance.org.uk and the PSHE Information Service website at: www.ncb.org.uk/library/pshecis). Location(s):Library

SUMMERSKILL, B. (2007)
Homophobia has no place. Young People Now, no.372 (18 Apr) pp11. (The Stonewall chief executive describes the organisation's work in tackling homophobic bullying). Location(s):Library

TOUMBOUROU, J.W., and others (2007)
Interventions to reduce harm associated with adolescent substance use. Lancet, (March) [Adolescent Health] pp41-51. (Presents a summary of current knowledge of the effectiveness of interventions designed to prevent and reduce the major harms associated with adolescent substance misuse. Patterns of substance use established in adolescence are quite stable and predict chronic patterns of use, mortality and morbidity later in life. Evidence suggests that increasing price, restricting settings of use and raising legal purchase age are effective in reducing use of alcohol and tobacco. Screening and brief intervention are effective, but the effectiveness of a range of treatments has not been reliably established. Harm reduction interventions are effective in young people involved in risky and injecting substance misuse). Location(s):Library
Shelf mark: [Pamphlet Boxes. QNV T6]

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