THE Know and Remember CURRICULUM

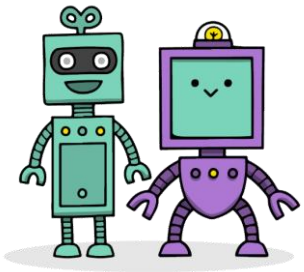
GRANGE SCHOOL

Relationships and Sex Education (RSE) Policy

Policy compiled by Megan Williams and Stuart Harris

(PSHE Co-ordinators)

Date of Policy: May 2020



Grange School Relationships and Sex Education (RSE) Policy

1. Policy development

This policy has been developed through consultation with:

- Headteacher
- Parents
- Pupils
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2019-Updated September 2021) and guidance from the PSHE Association. All school staff, parents and carers have been made aware of this policy, which is available on the school website.

2. Rationale

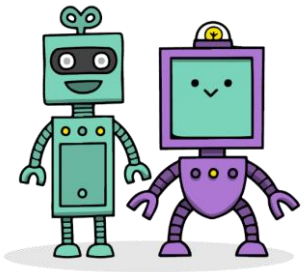
At Grange School we believe that giving pupils the skills to be safe in all aspects of their life is a fundamental part of our role.

Understanding what a healthy and safe relationship looks like, being able to make safe and appropriate choices and knowing where to seek support are key developmental needs for Grange pupils.

At Grange School every pupil should receive their full entitlement to RSE* regardless of their gender, race, ethnicity, faith or sexual orientation (see 'right to withdraw' in Legal Requirements and Guidance).

Through Relationships and Sex Education, Grange School is working towards the promotion of spiritual, moral, cultural, mental and physical development of our pupils.

*See definition below



3. Definitions of RSE

At Grange school…

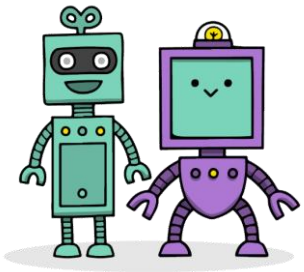
Primary relationships education is defined as learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

Secondary relationships education is defined as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

Sex education is defined as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Our RSE curriculum as a whole aims to provide an integrated approach to relationships and sex education, providing learners with connections between physical and social-emotional aspects (e.g. whilst learning how a baby is born, they will also understand the importance of healthy family relationships and care in this process). Hence, Relationships and sex education (RSE) involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

Source for definitions:
file:///G:/Grange/PSHE%20Curriculum/Policies/RSE%20definitions%20guide%20-%20Sex%20Education%20Forum.pdf (SEF, 2021)



4. Aims and Objectives of this Policy

The aims and objectives of Relationships and Sex Education at Grange School are to:

- equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.

- equip children and young people with the skills to have safe, fulfilling and enjoyable relationships, to take responsibility for their sexual health and well-being.

- equip children and young people with the information, skills and values to ensure their own and others' safety in relationships. This includes having strategies to deal with peer-on-peer abuse, sexual abuse and harassment, bullying and seeking help from others.

- Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues (e.g. peer-on-peer abuse, sexual harassment, bullying) and answer both pupil and parents' questions, responding appropriately.

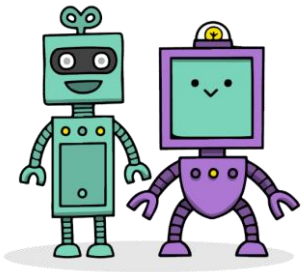
5. Content / Curriculum

a) Curriculum

The minimum statutory requirement for RSE is that primary students follow the statutory Relationships Education Curriculum and secondary students follow the statutory Relationships and Sex Education Curriculum. The Grange PSHE curriculum provides pupils with the statutory elements of RSE, integrated into a broader PSHE education programme. Pupils will thus encounter a vast range of RSE topics both through our carefully planned and co-ordinated Science, Computing and PSHE curriculum.

b) Content

The school's RSE curriculum follows the recommended content by the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019-Updated September 2021). This provides a comprehensive relationships



and health education to primary learners and a relationships, sex and health education to secondary learners.

Primary National Curriculum RSE– Relationship Education (statutory)

By the end of primary…

Families and people who care for me
- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Caring friendships
- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

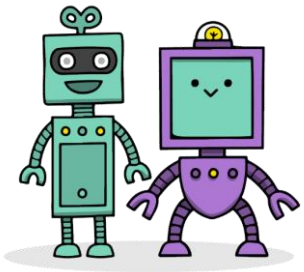
Respectful relationships
- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying , impact and how to get help
- Stereotypes and their impact
- Permission seeking

Online relationships
- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

Being safe
- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

Changing Adolescent Body (Health Ed.)
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019-Updated September 2021)



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GRANGE SCHOOL

Secondary National Curriculum RSE– Sex and Relationship Education (statutory)

By the end of secondary…

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership
- How to recognise unsafe situations and how to seek advice/help

Online and media

- Rights, responsibilities and opportunities online
- Online risks, including sharing personal data and how to seek help
- Impact of viewing harmful content, including sexually explicit material
- Law with regards to sharing indecent images
- How personal data is shared and used online

Being Safe

- Understanding sexual consent, exploitation, abuse, grooming
- How to recognise and communicate consent

Respectful relationships, including friendships

- Characteristics of positive and healthy friendships and relationships
- Negative impact of stereotypes
- Importance of respect and tolerance of difference
- Impact of bullying and how to respond
- Criminal behaviour in relationships, including sexual harassment and violence
- Legal rights and responsibilities regarding equality

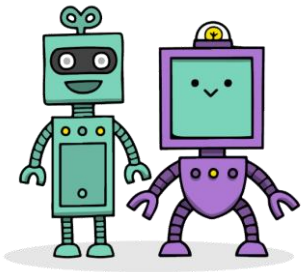
Intimate and sexual relationships, including sexual health

- How to recognise healthy intimate relationships based on trust and mutual respect
- Understand how health is affected by choices in relationships
- Facts of reproductive health including fertility
- Strategies for managing sexual pressure, choice to delay sex or enjoy intimacy without sex
- Full range of contraceptive choices and options and where to get help and treatment
- Facts of pregnancy and miscarriage
- Pregnancy choices and where to get help
- How STIs are transmitted and importance of testing
- Prevalence of STIs, impact and treatment
- Alcohol and drugs and their impact on sexual behaviour

Changing Adolescent Body

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019-Updated September 2021)



Sex education content

Paragraph 67 of the updated Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2019-Updated September 2021) states:

"The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

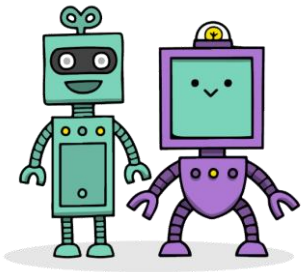
The modules named in Appendix B are those which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further.

6. Teaching

At Grange School the delivery and content of RSE is carefully planned by the PSHE Curriculum Leads. RSE lessons follow the recommended content set out by the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019-Updated September 2021) as shown by the PSHE Curriculum. The curriculum content and teaching has been tailored to meet the specific needs of our pupils throughout their different developmental stages. Grange school ensures teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

At Grange School we use a range of appropriate resources including BodySense Desmond and Daisy anatomy models, Manchester Healthy Schools, Sex Education Forum, PSHE Association and Brook resources. These resources are diverse and multi-cultural and are quality assured to be appropriate for SEND learners.

At Grange School we feel that it is most appropriate for the lessons which cover content on puberty to be delivered in single gender groups and where possible by a teacher or health professional of the same gender. We aim for the lessons to be delivered in discrete PSHE



lessons and address the RSE content set out in the PSHE Curriculum where circumstances allow.

PSHE and therefore RSE lessons are delivered by a trained teacher and where possible are supported by Manchester Healthy Schools Specialist on RSE or by the School Nurse. External agencies may be invited to support or enhance the delivery of RSE. These include: the school nurse, voluntary sector, theatre and the police. External agencies and visitors must make themselves familiar with and understand the school's RSE policy, Keeping Children Safe in Education 2021, Grange School Child Protection and Safeguarding Policy [2021] and work within the guidance in these. All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor policy (Appendix 3). This evaluation informs future planning.

7. Monitoring, Assessing and Reviewing

To ensure the curriculum content and teaching is effective the delivery is assessed and evaluated in the classroom and across school. Pupil evaluation of RSE is carried out via various assessment methods, including visual observation, practical activities, written and verbal feedback. Pupils are assigned a developmental and age appropriate PSHE target at the start of a new academic term. Achievement of this target will be assessed and recorded under the subject of PSHE on Classroom Monitor. This provides the PSHE Co-ordinator with termly data reports from individual to whole-school progress and attainment.

At Grange School, the RSE curriculum is monitored on an annual basis by the PSHE Co-ordinator in the school to ensure that the content is relevant for all of the pupils.

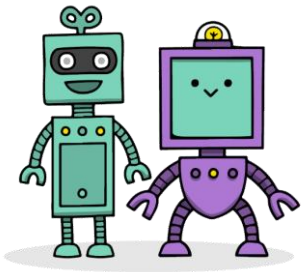
8. Implementation

a) Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

At Grange School we:

- Use specific ground rules for this work which will clarify boundaries for children/young people



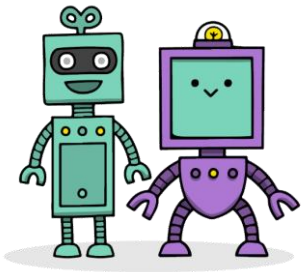
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone theory trust after the lesson, e.g. school nurse, teacher, learning mentor.

b) Dealing with difficult topics

At Grange School we use a range of specialist resources to provide relevant and appropriate information to learners to address sensitive topics. The BodySense Desmond and Daisy anatomy models allow for modelling to teach difficult topics such as consent and sexual harassment, self-care, menstruation and privacy in a format which is appropriate for SEND learners.

We are aware other topics may arise and will respond by using the 'dealing with questions' guidelines above. The key topics covered are detailed below:

- Puberty changes
- Masturbation / wet dreams
- Gender
- Sexual orientation
- Same sex families
- Female Cutting / Female genital mutilation
- Pornography
- Sexting
- CSE



- Teenage pregnancy
- Contraception
- Emergency contraception/ termination (Abortion)
- Lesbian, gay, bisexual and transgender sexuality
- Arranged marriages
- Domestic violence/ rape and sexual abuse

c] Peer on Peer Abuse

The Grange School RSE Curriculum will deliver discreet lessons which support pupil understanding of peer on peer abuse. This will include enabling pupils to recognise all forms of peer on peer abuse, know how to respond to it and how to report it.

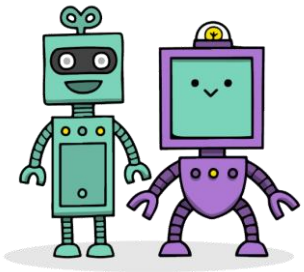
Sessions will also give pupils a clear understanding of what a consensual sexual relationship looks like and its role in a healthy relationship.

Staff delivering these sessions will be familiar with guidance in Keeping Children Safe In Education 2021 and will recognise and understand that children can abuse other children and that such behaviour must be challenged in line with the school's Anti Bullying Policy, Child Protection and Safeguarding Policy and Peer on Peer Abuse Policy

d) Working with Parents

"The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships."

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019-Updated September 2021)



At Grange School we work very closely with the school community. The school publishes the PSHE curriculum on the website alongside the RSE policy which is freely available to parents and on request is available in translated formats. Every year the school invites parents to attend a specific meeting to view the RSE Policy, PSHE curriculum and samples of resources used within the school. This informs parents what will be taught in the PHSE curriculum and when and provides them with the opportunity to feed in their views on the policy.

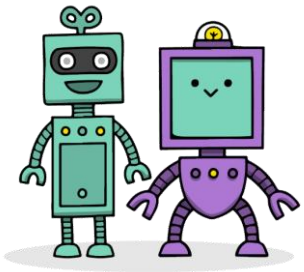
During this meeting, parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- Ensure schoolwork is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019-Updated September 2021).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Parents have the right to withdraw their children from elements of sex education covered as part of the primary sex education curriculum and the secondary sex education curriculum. There is no right to withdraw from Relationships Education or Health Education nor the Science Curriculum (DfE, 2019-Updated September 2021).

In the situation where children are withdrawn from RSE lessons, the school will find alternative provision for those children. Parents wishing to withdraw their child from sex education will, where appropriate and possible, be invited to a meeting to discuss their request and to explain the importance of sex education and the detrimental effects that withdrawal may have (e.g. second hand accounts from their peers). As appropriate, the pupil's wishes will also be expressed and understood.

Following this discussion, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND, however, there may be exceptional circumstances where the head teacher may want to



take a pupil's specific needs arising from their SEND into account when making this decision.

Prior to specific RSE lessons a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff and the school nurse (Appendix 1).

e) Dealing with the Media

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Head teacher. The Head teacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

9. Relationship with other policies

a) PSHE

Sex and Relationship Education sits within the PSHE curriculum and is therefore planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

b) Anti-bullying

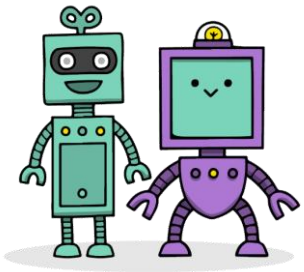
This should be linked to the school's broader policy on anti-bullying. Modules within the PSHE curriculum include resources and scenarios which aim to raise awareness about lesbian, gay and transgender sexuality. Therefore, the anti-bullying policy may be drawn upon to provide strategies for tackling homophobic bullying in school.

c) Child Protection

If any disclosure occurs during an RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection & Safeguarding Policy

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.



e) Equality and diversity, behaviour, e-safety, health and safety policies

10. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

11. Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for RSE in the school.

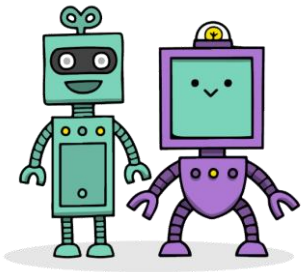
The named governor with the responsibility for RSE is Anne Jones

The RSE policy and resources used have been agreed by the schools governing body.

Policy Information and Review

Policy review dates (frequency of review: every year)

Governing Body Shared January 2021		
Reviewed September 2021	S Harris & M Williams	Updated in line with KCSIE 2021 & September 2021 RSE and Health Education Statutory Guidance [DfE 2019-Updated-2021]



Appendix 1

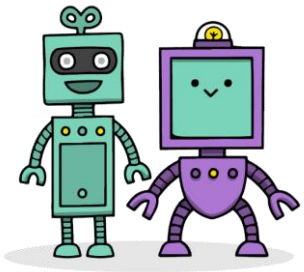
Grange Primary School letter to parents

Dear Parent/Carer
Re: Sessions on Relationships and Sex Education (RSE)

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education. This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

We are committed to working in partnership with parents to secure the best outcome for pupils in what can be a very sensitive topic. We would like to share



with you the RSE policy and resources used to deliver RSE lessons. We would therefore like to invite you to an online RSE parent workshop.

We would be grateful if you could please let us know if you will be attending this RSE workshop and provide us with an email address we can send the meeting invitation to.

If you are unable to attend the meeting and would like information regarding the programme, please contact
Stuart Harris – s.harris@grange.manchester.sch.uk
Megan Williams – m.williams@grange.manchester.sch.uk

Grange Secondary School letter to parents

Dear Parent/Carer
Re: Sessions on Sessions on Relationships and Sex Education (RSE)

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education. This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

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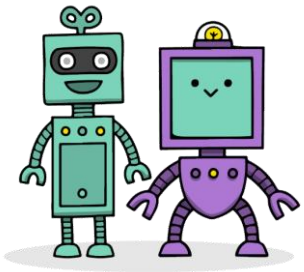

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Megan Williams – m.williams@grange.manchester.sch.uk

Please see below the PSHE and Science modules delivered in the Secondary education curriculum.

PSHE curriculum modules

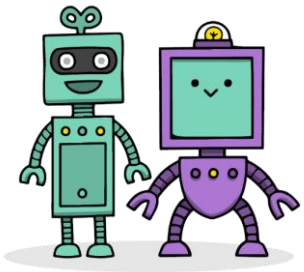
- Safety in the community Online safety (Year A, KS4)
- Changes and Transitions Puberty and the menstrual cycle (Year A, KS3 + KS4)
- Healthy Relationships Respectful relationships (Year B/C, KS3 + KS4)
- Safety in the community Managing intimate relationships (Year B/C, KS3 + KS4)
- Changes and Transitions Consent (Year C, KS3)

Science curriculum modules

- Reproduction and Respiration (KS3)
- That's my body! (KS4)

We would advise that all parents/carers consent to their child accessing all aspects of the PSHE curriculum.

Please tick one box



☐ Yes, I consent to _____ participating in the full PSHE curriculum

☐ No, I do not consent to _____ participating in the full PSHE curriculum

☐

Signed: ……parent/carer of ……

Dated: ……

Appendix 2

Sex education covered in Grange school curriculum

Primary education

PSHE curriculum modules

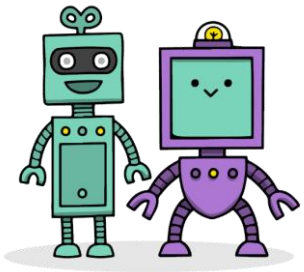
- Changes and Transitions What is puberty? (Year B)
- Changes and Transitions Puberty and the menstrual cycle (Year C)
- Changes and Transitions Puberty, physical and emotional changes, how is a baby made? (Year D)

Science curriculum modules

- Lifecycles and Reproduction (Year C)

Secondary education

PSHE curriculum modules



- Safety in the community Online safety (Year A, KS4)
- Changes and Transitions Puberty and the menstrual cycle (Year A, KS3 + KS4)
- Healthy Relationships Respectful relationships (Year B/C, KS3 + KS4)
- Safety in the community Managing intimate relationships (Year B/C, KS3 + KS4)
- Changes and Transitions Consent (Year C, KS3)

Science curriculum modules

- Reproduction and Respiration (KS3)
- That's my body! (KS4)

Appendix 3

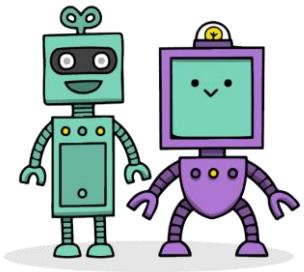
Manchester Healthy Schools External Visitors / Contributors Policy

1. INTRODUCTION

Grange school recognises that use of external agencies can enrich and support the curriculum and school ethos. Children and young people often find visitors an informative and interesting element of their learning. We wish to ensure that delivery by external contributors is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

2. AIM

To safeguard all students under our responsibility when at school, including arranged activities under our direction, out of school and after school. The aim is to ensure our students are



able to learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

3. OBJECTIVES

To have in place a clear protocol and procedure for the admittance of external visitors to the school that is understood by all staff, governors, visitors and parents and conforms to safeguarding children guidelines as set by the Department for Education (DfE).

4. WHERE AND TO WHOM THE POLICY APPLIES

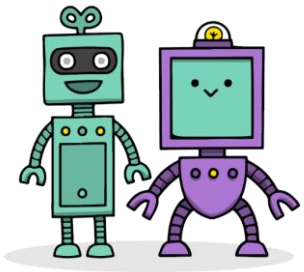
The school is deemed to have control and responsibility for its students anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including tutors, sports coaches, etc.)
- All governors of the school
- All parents
- All students
- Education personnel (Local Authority Advisors, Inspectors)
- Building & maintenance contractors

5. EXTERNAL VISITORS

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2. Staff are required to be familiar with DfE statutory guidance on Keeping Children Safe in Education September 2021 in relation to: preventing unsuitable people from working with children and young persons in the education service.

This policy applies to all visitors invited to the school by a member of staff.



See Grange School Child Protection and Safeguarding policy 2021.

6. ROLES AND RESPONSIBILITIES

- When involving external contributors, staff will ensure that:

o They are clear about the objectives before deciding who is best able to help achieve them.

o The external contribution is integrated into the school's programme and is supported by staff to enrich and support the lesson.

o Where possible, pupils are involved in preparatory and follow-up work

o The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos.

o All external contributors are aware of appropriate school policies i.e. Safeguarding/PSHE

o The school is fully aware of the external agencies aims and objectives for delivering to the school.

o They are aware of good practice of national and local approaches and support to PSHE Education.

o All external contributors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.

o The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.

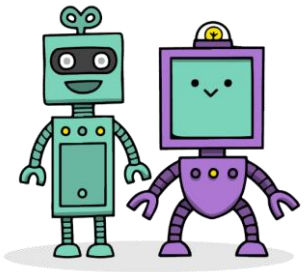
o Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to DBS checks.

External providers will ensure they:

- Give careful consideration to the appropriateness of the service for students

- Recognise that their service must align with the curriculum and are willing to modify the service delivery in consultation with the principal or their delegate, if necessary

- Gain the approval of the lead teacher contact prior to delivering their service.



7. PROTOCOL AND PROCEDURES

Here schools should expand on their typical protocol for:

- Visitor sign-in
- Checking DBS
- Forms (see Appendices 4, 5, 6) that should be completed and signed
- How the visitor is to be identified by other staff members i.e. school lanyard (different colours for visitor with DBS check and one without?)

ATTACHED FORMS / APPENDICES

Appendix 4 Teacher checklist

Appendix 5 Checklist for agencies visiting schools

Appendix 6 Service Level Agreement/Contract

8. MONITORING AND REVIEW

This policy and its implementation will be regularly evaluated by the governing body, and will be formally reviewed as part of the school's development process.

9. POLICY DEVELOPMENT

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors and other appropriate members of the community.

This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

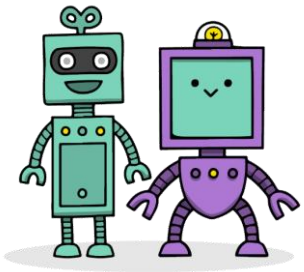
It will be reviewed on a ____ yearly basis.

Review date: _____

Signed: _____ Chair of Governors

Date: _____

10. POLICY LINKS



- Confidentiality
- Safeguarding and Child Protection
- Drugs and Alcohol Education
- Relationship and Sex Education
- PSHE
- Behaviour Policy

Appendix 4:

Teacher Checklist: Working with External Contributors

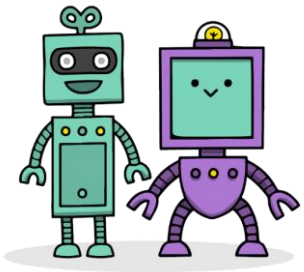
External Contributor's Name: _____

Criteria Notes

1) Are you aware of the aims and objectives being delivered by the external contributor?

2) Does the external contributor complement and not replace teacher led activities?

3) Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?



4) Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?

5) Is the methodology and content age- appropriate?

6) Are teaching resources provided? If so can you preview them and are they up to date and appropriate?

7) Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?

8) Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?

9) Has follow-up been planned and does the learning need to be extended into a further lesson?

10) Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?

11) Have parents been informed appropriately and does permission need to be obtained?

12) Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?

13) Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?

14) Have you checked what equipment (technical or otherwise) is needed by the contributor?

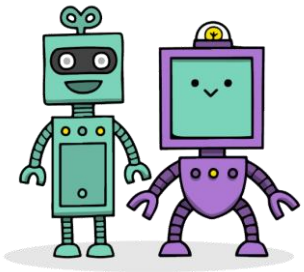
15) Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?

16) Have you checked the visitors' DBS status if appropriate?

17) Have you agreed fees, expenses or the cost of resources?

18) Have you filled in a service level agreement?

NOTE: Careful consideration should be taken when involving speakers educating from 'personal experience'. These speakers may include: ex-drug users, people who have suffered eating disorders, mental health problems, self-harm, experienced



unhealthy relationship such as CSE, grooming, domestic violence, ex-gang members and victims of knife crime.

Without sensitive handling they may arouse interest, give too many inappropriate details, unintentionally glamorise their experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning.

Appendix 5:

External Contributor: Working with Schools

Criteria Notes

Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.

Ensure the material is age appropriate and fits into the broader PSHE curriculum.

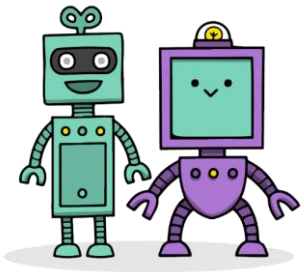
Ensure a teacher is present and prepared to actively take part in the session.

Ensure up to date material, resources and local health data is used.

Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work.

Be aware of the school values, policies and approaches to PSHE including those covering confidentiality, disclosure and child protection, to ensure that your approach is consistent with that of the school.

Identify the school contact and who would be the lead for any follow up work.



Ensure a teacher is available to offer support if required.

Ensure DBS is up to date if needed and have identification.

Appendix 6

Service Level Agreement and Checklist

Completed by _____ for the school

Designation: _____

Date: _____

Completed by _____ for the external contributor

Designation: _____

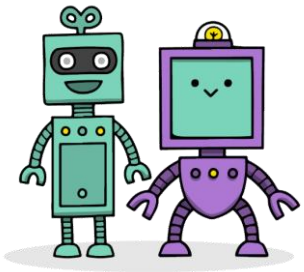
Date: _____

Approved by: _____

Designation: _____ (school management)

Date: _____

Service Level Agreement Contract



THE Know and Remember CURRICULUM

GRANGE SCHOOL

_____ and _____

(Name of School) (Name of external contributor)

Number of sessions planned: (please include date/s and duration of session/s)

The aims and objectives of the session:

The session is for: (school year, parents/carers)

The role of the school: (preparatory and follow up sessions etc)

Technical equipment and room requirements (size of room, layout):

Breakdown of costs: (travel expenses, resources)

All issues raised by checklist agreed: (please tick relevant box)

Yes ☐ No ☐

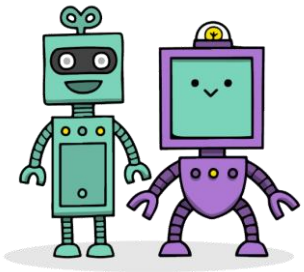
Any other details:

Review of session:

What went well? What did you learn from this session? How could the session be improved?

To what extent were the aims met? Do you have any questions you would like answered as a result of this session?

What further information/sessions would you like? Would we make any changes next time?

Name: _____ Signed: _____

Designation: _____ Date: _____