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**Guidance to support schools when working with external agencies to support their planned Personal, Social, Health Education (PSHE) curriculum which is inclusive of the statutory relationships, sex and health education(RSHE)**

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other’s expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

**Guidance from the DfE on working with external agencies to support the effective implementation of the statutory RSHE curriculum:**

* Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff
* Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour.
* It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session
* Schools are responsible for ensuring that they check the visitor or visiting organisations credentials.
* Schools should also ensure that the teaching delivered by visitors fits with their planned programme and the schools published policies.

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| **School:**  **Lead contact person:**  **Second contact person:**  **Tel:**  **Email:** |

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| **Agency:**  **Lead contact person:**  **Name of person(s) delivering the session:**  **Tel:**  **Email:** |

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| **What is the aim of the session?**  **What type of session is being delivered? (lesson, assembly, drop down day etc)**  **What are the intended learning outcomes for the students?**  **How does the session contribute to the pre and post learning for the pupils that are within the taught planned PSHE curriculum?**  **Is the partner agency delivering the whole session or contributing to part of session?**  **What activities and methods will be used during the session?**  **Are the resources appropriate for use with the pupils in that they fit with the schools ethos and values, are age appropriate, adhere to the Equality Act and are evidence-based and contain robust facts and statistics?**  (Please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group. If the resources are not pre-sent then the school can refuse admission for the session) |

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| **Date/Time** | **Year / Class** | **Number of students** | **Any special needs or sensitive issues to be aware of?** | **Any equipment that needs to be provided by the school?** |
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**Planning checklist**

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| **Aspects to be considered** | **Any agreed actions** |
| Is it clear how the person/ organisation contributions fit with and enhances the planned PSHE scheme of work? |  |
| Is there a good understanding of the values and beliefs of the person / organisation and the reasons for working with schools? (an internet search, feedback from other schools etc) |  |
| Does the person/ organisation and the materials they use adhere to the Equality Act 2010? |  |
| Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers? |  |
| Have identified members of staff been identified who will remain with the pupils and be responsible for behaviour management whilst the partner agency is providing their input? |  |
| Is a risk assessment required? |  |
| Have the relevant school polices been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and relationships and sex ? |  |
| Does the partner agency understand confidentiality, safeguarding procedures and who to signpost pupils to if an issue arises? |  |

**Effective teaching and learning in Personal Social Health Education by partner agencies**

Effective teaching and learning in PSHE occurs when:

* Sessions take into account student starting points and are based on needs analysis
* There are clear learning objectives and outcomes that are shared with students
* There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
* Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
* Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
* Presenters manage discussions on sensitive and controversial issues with skill
* Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information
* Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
* A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
* A wide range of imaginative resources are used that stimulate, enthuse and engage students’ interests.
* Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

* + Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
  + How/when students are made aware of the session and its links with their programme of study
  + How/when a teacher may intervene in a session
  + Whether the partner will be the sole deliverer of the session or whether it will be a ‘team-teach’ approach with the partner acting as the expert witness