

Hunton & Arrathorne Community Primary School



Sex & Relationship Education Policy

Date: October 23	Headteacher: Mr S Donaldson
Review Date: October 24	Chair of Governors: Mrs A Peacock

This policy was written in consultation with parents, staff and governors. Parents were last consulted on the SRE Policy through the newsletter in May 2024 and through SRE Information Letters in April 2024.

What is Relationships and Sex Education (RSE)?

Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. Sex Education could be defined as the education about the act of human sexual intercourse.

What values underpin our school's RSE policy, aims, objectives and outcome for RSE? The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos and culture and is reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. Our whole school ethos and values supports a safe learning environment for RSE. RSE is taught through our PSHE (Personal, Social and Health Education) curriculum.

Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. [The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019](#)

[Keeping Children Safe in Education, 2019](#)

RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. KCSIE guidance states that schools, “should ensure that children are taught about safeguarding, including online safety” and schools need to ensure their policies include peer on peer abuse, sexual violence and harassment and that these behaviours are challenged within a school and that the learning about these behaviours is part of the planned RSE curriculum for pupils including how to get help and support.

[Ofsted Inspection Framework, 2019](#)

RSE education can make a contribution to judgments under the OFSTED Common Inspection Framework, particularly in the areas of personal development and safeguarding. The new OFSTED Framework (September 2019) has a personal development judgement and the guidance states, “The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work”. This judgement will focus on a range of aspects. The following aspects are ones that could be directly linked to the effective provision of RSE:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education

The OFSTED inspection guidance does refer directly to the incoming statutory requirements for Relationships, Relationships and Sex Education and Health Education

- From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and wellbeing. In addition, sex education will become mandatory at secondary level.
- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

[OFSTED inspecting safeguarding in early years, education and skills settings \(September 2019\) has a number of aspects that could relate to effective RSE provision :](#)

- Action is taken to ensure that children are taught about safeguarding risks, including online risks
- As part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, learners and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to recognise when they are at risk and how to get help when they need it
- Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.

- Inspectors will evaluate, where applicable, the extent to which the provision is successfully promoting and supporting children’s and learners’ safety. Inspectors will consider, among other things, children’s and learners’ understanding of healthy and unhealthy relationships and how they are supported to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with children and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.
- In relation to early years, inspectors should consider how staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.

Principles for the Provision of High Quality Relationships and Sex Education

The 12 principles for delivery of high quality RSE in our school has been set out by the Sex Education Forum and developed from evidence-based practice:

1. RSE an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate, not be the sole providers)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

In line with the new guidance, our provision will include:

- Effective teaching in these subjects that will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- A written policy for Relationships Education and RSE. We shall consult parents in developing and reviewing this policy. We shall publish the policy on the school website.
- A scheme of work that will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- In teaching Relationships and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. At the point at which we consider it appropriate to teach pupils about Lesbian, Gay, Bisexual and Trans (LGBT) we shall ensure that this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.
- The use of visitors to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Relationships Education

Relationships Education is statutory for all children from September 2020 and parents may not withdraw their child from these lessons.

Under each of the following topic headings there are learning outcomes that pupils should know by the end of primary school.

- Families' and people who care for me
 - that families are important for children growing up because they can give love, security and stability
 - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
 - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
 - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
 - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

- Caring friendships
 - how important friendships are in making us feel happy and secure, and how people choose and make friends
 - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
 - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
 - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
 - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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Respectful relationships ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ○ practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners ○ the importance of self-respect and how this links to their own happiness ○ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive ○ the importance of permission-seeking and giving in relationships with friends, peers and adults

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Online relationships ○ that people sometimes behave differently online, including by pretending to be someone they are not

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ○ how information and data is shared and used online

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Being safe ○ what sorts of boundaries are appropriate in friendships with peers and others

(including in a digital context) ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if

they relate to being safe ○ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

Online safety will be a golden thread that runs throughout our RSE provision.

Sex Education

Sex education is not compulsory in primary schools but the content in the Government's new guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas.

Science curriculum Pupils should: Year 1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Pupils should have plenty of opportunities to learn the names of the main body parts) Year 2 notice that animals, including humans, have offspring which grow into adults (They should also be

introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.) Year 5 describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty). describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals). Year 6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education at Hunton & Arrathorne CP School is based on the National Curriculum for Science.

The PSHE Association has teamed up with the Association for Science Education to launch a joint briefing on reproduction and human development. The purpose of the document is to inform teachers, school leaders and governors about what the science curriculum requires in respect to sex education, the vocabulary that supports this teaching and learning, and how this is complemented by what pupils learn in PSHE education. It is intended for teachers to refer to when parents ask questions about the distinction between sex and relationships education (SRE) delivered through PSHE education and the study in science lessons of reproduction and human development. Such learning both boosts children's knowledge of human biology and helps pupils to stay healthy and safe as they grow up. The aim of teaching about this in the primary curriculum is to allow the school and parents to work in partnership to keep children knowledgeable and safe as they grow up. [PSHE and ASE document](#)

The Parental Right to withdraw their child from RSE lessons:

- Parents cannot withdraw from Relationships or Health education (which includes the puberty learning outcomes) from September 2020
- Parents have no right to withdraw from aspects of the National Curriculum for Science. As a maintained school, we must follow the national curriculum. There is no change here from the previous situation.
- Parents may request for their child to be withdrawn from the Sex Education part of SRE only. Before granting a request to withdraw we would arrange for the classteacher to meet with the parents to discuss their concerns to see if the issues can be resolved. This could include looking at the curriculum content and age appropriate resources. We will document this process to ensure a record is kept
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receives appropriate, purposeful education during the period of withdrawal. At Hunton & Arrathorne School, the pupil will work in another classroom with work that they have to complete.

Many primary schools already choose to teach some aspects of sex education and will continue to do so. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

Roles and Responsibilities of members of the schools community;

The Governing Body

Our governors have a wider responsibility under Equality Act 2010 and will ensure that our school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that RSE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21st Century Britain.

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of Relationships Education and RSE through curriculum areas like PSHE and the national curriculum for science
- The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends
- In a primary school agree if sex education (education about the act of human sexual intercourse) will be included in the curriculum and this is part of the RSE policy
- Fulfil all legal obligations
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020 •

Ensure the subjects are well led, effectively managed and well planned

- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND. Targeted work may be needed for some pupils.
- Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

The governing body and proprietors have the responsibility through the statutory guidance 'Keeping Children Safe in Education', "to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and /or for maintained school through RSE.' This also includes how the school are addressing issues of peer on peer abuse and sexual violence and harassment.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the 2020 statutory requirements for Relationships Education, RSE and Health Education including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHE subject lead to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure all parents/ carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from

The PSHE subject lead:

The school has a subject lead for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Work with headteacher to ensure compliance with the statutory guidance and implementing the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum
- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE

- Consider the needs of all pupils and ensure the curriculum is meeting the needs of SEND pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school Ensure procedures for assessment, monitoring and evaluation are included
- If used, co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from.

Parents / Carers

- We aim to work in active partnership with families, value their views and keep them informed of the Relationships Education and RSE provision. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. [The DfE have produced some supporting leaflets for parents.](#) Parents are signposted to resources to support them talk to their child about healthy relationships (on and offline), staying safe, growing up and sex education, so our school and parents can work in partnership
- The school's Relationships Education / RSE policy will be made available to all parents and it will be published on the school website
- Parents will be able to view examples of the resources that the school plan to use as part of the taught curriculum on the school website
- Our schools will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education (education about the act of human sexual intercourse)

Working with external agencies

- Use of visitors is 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. Classteachers will have responsibility for liaising with external agencies in agreement with the Headteacher.
- External agencies may not possess the skills of organising teaching and learning or managing behaviour. The 'Partners in School' form (see Appendix 1) is to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. It will be the classteacher's responsibility to complete the form which will be filed in the subject lead's PSHE file
- 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. We will also ensure that the teaching delivered by visitors fits with their planned programme and their published policy.
- External agencies may include NSPCC, the local police officer, the Healthy Child Team.

Delivery of RSE and the RSE Curriculum

The curriculum will be mainly taught in PSHE lessons by the class teacher or TA. The Programmes of Study and Schemes of Work will be adapted for our mixed age classes from those published by the PSHE Association. A range of resources recommended by our Local Authority Health & Well Being Adviser will be used. Staff will be mindful of pupils' different abilities, levels of maturity and personal circumstances.

The curriculum will also be taught in Computing lessons where cross-reference will be made to Internet Safety. Science lessons will address some aspects of sex education. Situations arising from pupil experiences or questions may lead to extra Circle Time discussions.

Procedures for Assessment, Monitoring, Evaluating and Reviewing

Evidence of pupils' learning and progress will be found in records of PSHE work – books, photos, displays, Pupil Voice, lesson monitoring.

Assessment records will be used to evidence prior learning. Pupils will be engaged in the evaluation of the RSE provision in annual questionnaires.

Staff training needs will be identified by the PSHE subject lead in consultation with staff. The PSHE subject lead will review and renew resources if appropriate.

Confidentiality and Safeguarding Issues

All staff who deliver RSE will develop ground rules with pupils to support the teaching of sensitive issues by using effective PSHE methodology such as distancing techniques as addressed in staff training. Ground rules will be set in the first lesson of each year by teacher and pupils together and referred to on a regular basis. For example:

- Listen to each other
- Make positive comments that help people
- Respect what people say or do
- Take turns and help each other
- You don't have to say anything if you don't want to
- Avoid asking people personal questions
- Use the appropriate names for things

The agreed procedure for managing the asking of a particularly sensitive question that appears to be inappropriate in the circumstances is to:

- Remind the pupil of the ground rules
- Use a question box so that you have time to prepare
- Refer the pupil to the appropriate person if necessary
- If the answer isn't known, find out and get back to the pupils later
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis
- If a question gives cause for concern that a pupil is at risk of sexual abuse, follow the school's child protection procedures

SEE also:

PSHE Policy

PSHE curriculum – available on our website

Child Protection Policy

Acceptable Internet Use Policy

Anti-bullying Policy
Science Policy
Assessment Policy
Teaching & Learning Policy
Inclusion Policy
Single Equality Scheme
PSHE Policy

Appendix 1

Partners in School Agreement Form Supporting the Personal, Social, Health, Citizenship and Economic Education

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.

<p>School:</p> <p>Lead contact person:</p> <p>Second contact person:</p> <p>Tel:</p> <p>Email:</p>

<p>Agency:</p> <p>Lead contact person:</p>
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Name of person(s) delivering the session:

Tel:

Email:

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?

(If possible 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)

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?

Planning checklist

Aspects to be considered	Any agreed actions
Is it clear how the partner’s contribution fits with and enhances the planned PSHE and Citizenship scheme of work?	
Is there a good understanding of the values and beliefs of the partner agency and the reasons for working with schools? (an internet search, feedback from other schools etc)	
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?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies 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 that isn't readily available to the school
- 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