



NOTTINGHAM GIRLS' ACADEMY

Personal Social Health and Economic (PSHE) education is delivered at Nottingham Girls' Academy. The PSHE curriculum incorporates Relationships and Sex Education (RSE) and Health Education (HE) this is described in the policy as RSHE.

Nottingham Girls' Academy PSHE Policy - Relationships and Sex Education and Health Education (RSHE)

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Next review date: July 2025

Reviewer: Mrs Heron

Name of PSHE Coordinator: Mrs R Gangneux

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Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) guidance 2019 and other relevant guidance documents and statutory requirements including updates in September 2021.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

Formulation, dissemination, monitoring and review of policy

The RSHE policy and the curriculum mapping documents have been developed following consultation with the whole school community. Consultation has taken place in the following ways:

- Student council discussion
- Staff consultation on draft policy and resources
- Parent consultation on the draft policy and resources via an online survey
- Academy Council presentation on our plans to meet statutory requirements in September 2020.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The RSHE policy will be available on the school website and free to interested parties via school reception.

The RSHE policy and RSHE curriculum will be reviewed annually by the PSHE Coordinator and Academy Council. This review will be informed by the following:

- Pupil and staff evaluation of the programme
- Pupil assessment
- Quality Assurance procedures
- Changes in legislation and guidance
- Parent feedback (gathered through surveys, parent evenings and focus groups).

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE, pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation; however, evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex¹. At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this Academy pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life. RSE is not about the promotion of sexual activity, but about understanding what it is, what is healthy and unhealthy about aspects of it and how to identify any dangers and how to report it if something occurs.

¹ Please visit the following link which provides a summary of the research evidence relating to Sex and Relationships Education (SRE) and how it affects the teenagers' behavior regarding sexual activity:
<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20-%20the%20evidence%20-%20March%202015.pdf>

Why RSHE is important in our school

At Nottingham Girls' Academy we believe in creating a community empowered with the qualities, skills and qualifications to enter the next phase of life with confidence and ambition. We want the pupils who leave our academy to have choice, to be well rounded, self-confident and proud of who they are. To think both locally and globally. RSHE is a vital part of the curriculum, which empowers the pupils to make healthy, safe and well-considered choices.

We acknowledge that not all parents and carers feel confident or comfortable talking to their children about this area, therefore, our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices. Learning the correct information from credible sources, external providers and educated staff will enable them to be successful in their personal life, their education and their future prospects.

Key Objectives

Our RSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. We aim to develop well-rounded individuals who respect themselves and others, are able to communicate effectively and take responsibility for their actions.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships or all kinds, not just intimate relationships
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example, those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity.
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support.
- Provide, support and empower students with the confidence to report any dangers or incidents that take place which might put themselves or others in harm.

The RSHE programme is based on the needs of pupils in the school; a consultation with Student Council has been carried out and some modifications have been made to the RSHE mapping documents to ensure learning outcomes are appropriate to their age, ability and level of maturity. We will also be surveying pupils termly to assess areas that pupils may need to cover in more detail or particular areas that pupils feel are pertinent to our community. RSHE is now firmly embedded within our broader curriculum areas, including Science, PE, and IT. In addition, a more focused content is delivered through PSHE days, a structured tutor-time scheme of work for each year group and weekly assemblies.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual

orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school, we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint. Please see appendix 1 They will provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and at times in our programme we will explore different faith perspectives. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents and carers are made aware of what will be taught in our RSHE programme and when. Our curriculum mapping documents are published on the website and parent consultation took place in the summer term of 2020 through online questionnaires on these. We aim to consult with parents again in the autumn term of 2023.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Heads of Year and staff involved on the PSHE days will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with Special Educational Needs and Disabilities, a differentiated approach may be necessary to ensure learning outcomes are met; again, this is shared with parents and carers. Students in our Alternative Curriculum group with significant needs now follow the ASDAN short course PSHE workbook which enables the teachers to follow at a pace and level appropriate to the individual child. Some pupils may have experienced adverse childhood experiences that may affect their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents and carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. You can find the learning objectives and impact for each year group on the mapping documents that are published on the website.

Some elements of RSHE are delivered through national curriculum Science:

Key Stage 3

Pupils should be taught about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the fetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4

Pupils should be taught about:

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the Government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through PSHE days, tutor time sessions and assemblies. Learning will also be supported through cross-curricular approaches:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- 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

The curriculum will be evaluated and reviewed by pupils and staff on a regular basis, this will be conducted through Student Council meetings and online questionnaires to both staff and pupils. We will welcome parents and carers ideas and evaluations throughout the year too.

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. We offer opportunities for parents and carers to familiarise themselves with the content of RSHE through our dedicated page on the website ([click here to go to the PSHE page](#)). This page is updated throughout the academic year to keep you informed of any amendments and particular resources that you might find useful.

Teaching and Learning

Our PSHE Coordinator is responsible for guiding Heads of Year on planning lesson content and providing relevant resources to all teaching staff who deliver the sessions during tutor time. Teaching Assistants and support staff may provide additional support for pupils with SEND in mainstream lessons, while a small number of pupils with specific SEND will follow an Alternative Curriculum PSHE Programme provision in LANES with bespoke medium-term plans with SEND students as priority learners. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Staff, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE, a number of teaching strategies will be used, including:

- Establishing a group agreement with pupils
- Using 'distancing' techniques (e.g. case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials sourced from recognized and accredited organisations.
- Encouraging reflection
- Deliver RSE in a sensitive way
- Modelling positive attitudes to RSE

RSHE will be delivered all year round – parents and carers will be informed of what will be covered and when via our dedicated page on the website, in addition the PSHE Coordinator writes to parents in advance of the PSHE days with an overview of the topics to be covered.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence. We have responded to the governments' recommendations regarding sexual harassment with an annual survey of all year groups, followed up with conversations when indicated the student would like to talk to somebody. We will continue to develop a culture where all kinds of sexual harassment are recognised and addressed, with 'red line' behaviours now included in our updated behaviour policy, with sanctions when appropriate and empowering students further to report it.

External speakers

We use one drop down day per year group to deliver specific parts of the curriculum. These days are tailored to the needs of our pupils after consulting with the Heads of Year and the DSL, as they are based on the current needs of each year group.

We may use outside visitors to enhance the RSHE provision delivered by Staff. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this – ensure external providers have access to it
- be supervised by a member of staff at all times when on school premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked
- Complete NGA's external agency checklist booking form to ensure we have the right people in to support the delivery of our programme.

Safe learning in RSHE

Answering pupil questions

It is important that all pupils feel safe and able to participate in PSHE lessons. To support the involvement of all pupils, teachers and other members of staff will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic, pupils will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic, staff will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.
- As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Sometimes pupils may ask questions about issues that are not part of the planned programme; this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be passed onto the PSHE Coordinator as part of the evaluation and monitoring process.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Staff training

All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported through; mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or an external training event. Training on more specific RSHE topics will take place as and when required to support the needs of staff, pupils and the school as a whole. Tutors will sign up to Brook learning modules in pastoral directed time and can access training according to topics they will be teaching within that year group, as directed by the PSHE Coordinator or the Head of Year. In addition, we will have staff training sessions delivered by External providers on topics of particular sensitivity in our setting, such as forced marriage.

Assessment and Review

The delivery of RSHE is monitored by Mrs Gangneux our PSHE Coordinator and Margaret Heron our Assistant Principle that oversees Personal Development through; Schemes of Work scrutiny and lesson watches. Online RAG ratings and evaluations on the content delivered each term, in order to track their understanding of the content delivered and identify gaps in their knowledge. This will inform future changes to the provision that pupils receive in order to address these gaps.

This policy will be reviewed by Mrs Heron or another member of the Senior Leadership Team (SLT) at the time. At every review, the policy will be approved by SLT.

Parents and Carers

We believe that RSHE is a partnership between school and parents and carers. We recognise that parents and carers are the first teachers of their children and welcome their engagement with our PSHE programme. It is important that PSHE delivered in school is explored in more detail within the context of individual families. Parents and carers will be able to access the RSHE mapping documents through the school website and emails with specific information about drop-down day content, where it will be explained when RSHE will take place in different year groups and what will be covered.

We will also consult with parents and carers periodically about any needs they may have in relation to our RSHE programme – using parent and carer satisfaction questionnaires that will be made available to all.

Right to withdraw from Sex Education

Whilst we always try to work with parents and carers to explore their views, we also accept that parents and carers can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). The sex education elements are designated by us as a school. There is no right to withdraw from Relationships Education or Health Education.

The parts of our programme related to sex education will be delivered mostly on drop down days by external providers who will work closely with our staff. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from Sex Education can be detrimental and lead to them receiving less accurate, second-hand information from peers.

Requests for withdrawal Sex Education should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal, who will then arrange to speak with parents and carers to explore their views and ensure that the nature and purpose of Sex Education is understood. A written record will be kept of this discussion. Except in exceptional circumstances, the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND; however, in exceptional circumstances, the Principal may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Staff will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if their confidentiality is at risk due to safeguarding concerns, and support will be provided, as appropriate, as per our safeguarding procedures. Staff have a duty to report any safeguarding concerns through CPOMS and this is available to all staff via NGA web apps.

Through taught lessons, staff will signpost pupils to sources of confidential local and national support services. When we receive external visitors, they are bound by their own professional code of conduct and they will report any safeguarding concerns to their superiors.

The school nurse is available at different points during the week to support the pupils and will report any safeguarding concerns if necessary.

Menstrual wellbeing

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets.
- Pupils can access emergency sanitary products from their Heads of Year at any time.
- Products were made available in the school toilets for January 2023 as a trial programme which was reviewed in Easter 2023 in a bid to make them more accessible and combat period poverty. Unfortunately these were abused by some students.

More information

If you would like to discuss our provision of PSHE further, please contact PSHE Coordinator, Mrs R Gangneux via email: allpshe@nottinghamgirlsacademy.org.

If you have a complaint about any aspect of our RSHE provision, please follow the school's Complaints Procedure.

Appendix 1 – Curriculum Mapping documents [\(click here\)](#)

Years 7, year 8 and year 10

Term 1: Relationships and Sexual Education Curriculum Mapping Document (**information highlighted in green is the Sexual Education content**)

Term 2: Health and Wellbeing curriculum mapping document

Term 3: Living in the wider world curriculum mapping document

Year 9 and 11

Term 1: Living in the wider world curriculum mapping document

Term 2: Relationships and Sexual Education Curriculum Mapping Document (**information highlighted in green is the Sexual Education content**)

Term 3: Health and Wellbeing curriculum mapping document

Alternative Curriculum

Term 1: Alternative Curriculum Relationships and Sex Education

Term 2: Alternative Curriculum Health and Wellbeing

Appendix 2 - Relationships and Sex Education content which is taught within the science curriculum ([click here to see the science curriculum](#))

Year group	Content	Science
7 Genes 1 January	Human reproductive system Puberty Menstrual cycle Sexual intercourse and fertilization Pregnancy and the placenta Gestation and giving birth	To be able to name, locate and describe the function of human reproductive systems. To know the differences between male and female gamete production. To know how the body changes during puberty. To be able to collect data and represent it graphically. To know what happens during the menstrual cycle. To be able to interpret graphical information. To know the role of sperm and egg in fertilisation. To understand the importance of the placenta. To know how substances diffuse between the mother and fetus.
9 Reproduction Oct- Dec	Human reproductive system Sexual intercourse and fertilization Menstrual cycle Pregnancy	To understand how the structure of the male and female reproductive systems. To understand the roles of estrogen and testosterone in adolescence. To understand how the developing embryo is protected by amniotic fluid. To understand why some couples might need fertility treatment - IVF treatments. To appreciate areas of concern regarding contraception and seek resolutions, also where to get tested for STI's and the importance of smear tests. To know what happens during the menstrual cycle. To be able to interpret graphical information. Development of fetus and pregnancy.
10 Cell Biology September	Specialised cells Variety of living organisms Cell structure	Recap of specialised cells include egg and sperm. To understand the term pathogen in relation to STI's and HIV as a virus and gonorrhoea as a bacterial infection. To explain the importance of specialised cells in reproduction - sperm and egg cells
11 Homeostatis Sept - Oct Inheritance Oct - Nov	Sexual intercourse and fertilization Reproduction	The role of hormones in the menstrual cycle, FSH, estrogen, LH and progesterone. To understand why some couples might need fertility treatment - IVF treatments. To appreciate areas of concern regarding contraception and seek resolutions, also where to get tested for STI's and the importance of smear tests. To understand the differences between sexual and asexual reproduction. To understand that fertilisation involves the fusion of a male and female gamete to produce a zygote that undergoes cell division and develops into an embryo.

Appendix 3 – Faith Perspectives on Relationships and Sex Education resource [\(click here\)](#)
A page on the website has been created to explain more about this [\(click here\)](#)

Appendix 4 – Parent and Carer Form – Withdrawal from Sex Education within the RSE Curriculum

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor Group	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			
Parent/Carer contact details			
Phone number:			
Email address:			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	
Principal signature	
Date	

Appendix 5 – Links to other policies

[Relationships Sex and Health Education Guides for Schools](#) (statutory guidance)

[Keeping Children Safe in Education](#) (statutory guidance)

[Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

[Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

[Sexual violence and sexual harassment between children in schools](#) (advice for schools)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

[National Citizen Service](#) guidance for schools

Appendix 6 – Available teaching resources

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available at <https://sexwise.fpa.org.uk/> which teachers may find helpful for their knowledge

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

RSE resources <https://www.brook.org.uk/resources/>

Do RSE For Schools <https://www.dosreforschools.com/how-do-can-help/do-for-school-leaders/lesson-plans-and-stimulus/>

Sex Ed Forum <https://www.sexeducationforum.org.uk/>

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

MindEd educational resources on children and young people's mental health <https://www.minded.org.uk/>

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages <https://www.gov.uk/government/publications/education-for-a-connected-world>

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs. <https://www.thinkuknow.co.uk/>

PSHE

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

Practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation www.educateagainsthate.com

Data to understand the health and wellbeing needs of the local school-age population

Public Health England's Child and Maternal Health Intelligence Network <https://fingertips.phe.org.uk/profile-group/child-health> brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible hub.

It includes school-age health profiles: <https://fingertips.phe.org.uk/profile-group/child-health/profile/child-health-school-age> and young people's health profiles: <https://fingertips.phe.org.uk/profile-group/child-health/profile/child-health-young-people>

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also early years profiles: <https://fingertips.phe.org.uk/profile-group/child-health/profile/child-health-early-years>

Appendix 7 – External Agency Checklist for PSHE



External Company/Agency checklist

This form is for staff at Nottingham Girls' Academy to complete and check with a member of the Senior Leadership Team, that they are happy with what the external company/agency can provide. They should be screened of any potential barriers. Once the first section is completed, and SLT are happy, then the second part of the form can be completed with the company. At this point an order form would need to be raised with finance, if the workshops were to go ahead.

Name of the company?	
What is the aim of the company? Does that cover and support our curriculum?	
Have they worked in other schools?	
Where did we hear about them?	
Do they have reasonable prices, have you compared with others?	
Have you checked their organisation – websites, reviews, connections	
Let finance vet the company for details and ensure payment can be made	

If we decide to use this company/agency what do they need to be aware, use the following below as a checklist of what to do before they arrive and to inform them of, so that their encounter with us is as smooth as possible.

Raised an order form and sent to finance	
Confirmed arrangements with them, dates, times, format	
DBS checked and evidence sent to HTH	
Have they sent resources in ahead of the event, does the content work on our laptops, are you happy with the content?	
What materials do they require?	
Filled in a hospitality form and sent to Brendan	
Do reception and staff know we have a visitor	
Are they planning on using their own device? We don't accept memory sticks on our devices.	
Book service desk to help with the set up	
Does a message need to be sent out on group call to inform parents/carers of the event and what the content is, or signposted to the website for information.	

In order to evaluate the effectiveness of the provider and whether they return – please then complete the table below once the provider has been in and the students have evaluated the session.

NGA’s review of the provider (based on student and staff feedback)

Category	Comment on their effectiveness
The purpose of the lesson – goals, content, right level of discussion, pitched at the right level.	
Making sure that everyone feels safe and comfortable to be involved.	
Teaching styles – were a variety of styles used to engage students.	
Do they evaluate how the session went with asking for feedback or a plenary at the end.	
Would you have this provider back again based on staff and student feedback.	

Useful information that the provider we choose will need from us

Checklist	Informed or not
Discussed the context of our school	
Number of students involved	
Age of the students involved	
Any special or behavioural needs they need to be aware of	
Format of the day – including timings	
Informed them of car parking arrangements	
Where to meet when they arrive, reminder of DBS and resources	
Reminder that a teacher will be supervising the session	
Inform them that if there are any safeguarding needs then they need to be reported to the person organising the event	
Inform them that we will be doing our own student evaluations and can share the results of those.	

Overall

Now that evaluation forms have been completed and analysis has been conducted on the event, can you answer these following questions:

Do you have a measure of the impact of the session/event?	
Have you responded to the feedback on the evaluation i.e. informed pastoral teams of issues, created follow up resources if necessary to ensure that there are no unresolved issues.	