

Scarborough Pupil Referral Service



Relationships and Sex Education Policy (KS3 & KS4)

Drafted by:	Ratified by Management Committee:	Amendments made:	Review Cycle	Review Date:
K Boyle	Sept 2015	Sept 2015		Sept 2018
L Aveyard	07/02/2018			07.02.2021
L Aveyard	25.05.22	Added 'Sexual violence & sexual harassment.' As per guidance	Annually	25.05.2023
L Aveyard	18.10.22	Added "Last Parental Consultation Date	Annually	18.10.2023
L. Aveyard	08.11.23	Added online safety	Annually	08.11.2024
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L. Aveyard	03.12.25	Changes as per guidance – Parental Rights to withdraw & SEND Pupils	Annually	04.12.2026
	Print Name	Signature	Date	
Head Teacher:	J. Fox	<i>J. Fox</i>	04.12.25	
On behalf of Management Committee:	R. Rayne	<i>Rosemary Rayne</i>	04.12.25	

Scarborough Pupil Referral Service

Relationships & Sex Education (RSE) Policy

This policy has been developed in accordance with advice from the Department of Education and supplementary advice:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision - September 2019 (incorporates the Dfe guidance on statutory Relationships, RSE and Health Education from September 2020)
- PSHE Education Planning Framework for Pupils with SEND (KEY STAGES 1-4)
- Lesbian, Gay, Bisexual and Trans (LGBT) Guidance for professionals who work with children and young people in North Yorkshire updated September 2019
- North Yorkshire Equality and Diversity Guidance
- Keeping Children Safe in Education [Keeping children safe in education 2025](#)

This policy links to:

- The Safeguarding/Child Protection Policy
- NY Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Teaching and Learning policy
- Science Policy
- PSHE Policy
- Equal Opportunities Statement

Values/Ethos

The values and ethos of the Scarborough Pupil Referral Service support a safe learning environment for RSE. The RSE curriculum reflects the values of the school which include:

- An awareness, understanding and respect for self, including self-confidence and self esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

Definition and objectives for RSE

RSE is the lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE is about understanding the importance of loving relationships, the stability of family life and respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

RSE involves some key learning objectives:

- Learning about and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- Ensuring that pupils are equipped with the information, skills and values to have safe, appropriate, fulfilling and enjoyable relationships
- Encouraging pupils to respect and care for their bodies
- Preparing pupils both physically and emotionally for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality, emotions and sexual health
- challenge stereotypes and gendered expectations for both boys and girls (for secondary schools this could include the gender expectations of sex portrayed through pornography)
- Enabling pupils to take responsibility for their sexual health and wellbeing
- Exploring and developing an understanding of child exploitation, grooming and peer pressure and sexual violence/harassment.

SEND Topics recommended include but not exclusive are as follows:

- Families
- Respectful Relationships including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships including Sexual Health

SEND pupils are taught using guidance from the PSHE Association SEND curriculum and assessed against relevant and developmentally appropriate outcomes.

Roles and Responsibilities

The Management Committee

The Management Committee has the responsibility to ensure the Scarborough Pupil Referral Service (SPRS) has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum science. The policy must also clearly reference on site sexual health services. The Management Committee, in cooperation with the Head Teacher will liaise with families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The Management Committee will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of pupils.

The link member of the Management Committee with responsibility for RSE is Pam Abbott. The Management Committee as a whole will continue their involvement through regular evaluation of provision and policy.

The Head Teacher

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

- Work with members of the Management Committee to ensure compliance with government legislation.
- Liaise with the Assistant Head Teacher to ensure the effective delivery of the RSE within the curriculum is being monitored at both KS3 and KS4
- Keep the Management Committee fully informed of provision, issues and progress around RSE issues.
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

The Assistant Head Teacher

In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium-term schemes of work which include RSE
- Ensure that all staff are confident in the skills to teach and discuss RSE issues.

- Consider the needs of all pupils, and (to achieve this) recognise that the school might need to address some specific issues.
- Via School Council consult with pupils to inform provision around RSE.
- Access appropriate training for all staff who deliver RSE.
- Monitor and advise on RSE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named Management Committee member with responsibility for RSE.
- Liaise with any service provision to support aspects of sexual health.
- Review / update the policy on an annual cycle or sooner if necessary.

Parents / Carers

Scarborough Pupil Referral Service aims to work in active partnership with families, to ascertain their views and keep them informed of the RSE provision. The last parental consultation took place on 15.06.2022. If a parent/carers has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Head Teacher with any queries or concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

The Parental Right to withdraw their child from RSE lessons

- From three terms before a pupil turns 16 a parent can withdraw their child from sex education but headteachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability. (Parents can however withdraw their child from a specific topic relating to safeguarding such as 'sexual abuse' for example)
 - Three terms before the pupil turns 16, they can choose to opt back into sex education even if their parent has requested withdrawal
 - Parents cannot withdraw their child from aspects of the National Curriculum in Science, this includes the Health Education topic 'developing bodies'
 - Before granting a request to withdraw it would be good practice for the head teacher 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. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate
- Schools will want to document this process to ensure a record is kept on the appropriate recording system, as well as informing the DSL of any withdrawal
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receive appropriate, purposeful education during the period of withdrawal.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the RSE content rests with the SPRS, 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. The Partners in School forms (see appendix 1) will be used for planning sessions, and for evaluating the input of any external contributor. This will ensure clear learning outcomes, the learning processes to achieve these, and that the work will be tailored to the target audience. A teacher will be present at all times when an external contributor is working with pupils. All external visitors will have a Disclosure and Barring Service (DBS) check.

Delivery of RSE and the Curriculum

RSE will be taught within PSHE, Science, PSD and SEAL. In addition to this, specific topics/arising issues are covered during assemblies, drop down days and pastoral sessions. It may also be addressed with

individual pupils through tutor time or with a qualified Sexual Health professional, or school nurse on a one-to-one basis.

*Pupils are asked to sign an online safety agreement upon admission, highlighting safe usage.

Research shows that the best RSE programmes are those which are built upon year by year with structured learning opportunities and consistent messages. The transient nature of the SPRS populations does not allow for this however the following aspects are key:

- Age and culturally appropriate RSE which builds on prior knowledge and understanding
- Pupils involved in identifying their needs for the RSE curriculum
- A safe learning environment
- Sessions are underpinned by clear values of: mutual respect, the value of loving and stable relationships, rights and responsibilities for self and others, commitment to safety and well-being, gender equalities and the promotion of positive and confident attitudes.
- Supporting pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Ensuring that all information provided is factually correct and that there is a clear distinction between information and views/beliefs
- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- A range of sexualities are incorporated into an inclusive RSE curriculum
- That RSE is delivered by competent and confident teachers who use appropriate teaching methods and provide equal opportunities for all pupils to engage with and discuss sensitive issues
- Support for pupils to manage the pressures to become sexually active until they are ready to enjoy and take full responsibility for a sexual relationship through delayed sexual health messages and the avoidance of unplanned pregnancy
- Learn about the law and sexual consent and sexual violence/harassment
- Ensuring young people can access sexual health and contraceptive services in places that are convenient to them
- Pupils have access to education RSE education that includes HIV and AIDS as well as other sexually transmitted diseases (From September 2019)

It contributes to:

- positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic and transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence, bullying and sexual violence including harassment

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects and evaluated within the schools framework for teaching and learning and delivery of the curriculum.

The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE.

- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs.

Safeguarding and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils will be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to a school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding or Child Protection issue, the staff member responsible for this should be notified. The DSP for Child Protection is Jo Fox.

It is the responsibility of the SPRS to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Online Safety

The Pupil Referral Unit has in place online safeguards with the implementation of Smoothwall. Accessibility is restricted for pupils to keep them safe from accessing harmful content online. If issues/concerns arise with online use and/or social media, these are dealt with in line with school policy. Where it is found necessary the police will be informed.

Pupils will be taught

Diversity

Pupils from all faiths and cultures have an entitlement to RSE and effective RSE is sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. SPRS will promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in a democratic modern world.

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA+)

All families are different so staff at SPRS will avoid using language which focuses on the conventional 2 parent family structure and instead talk about families more broadly. Pupils will be provided with the opportunities to learn about different family structures. For Key Stage 4 when discussing sexual relationships and partners references and resources are used that relate to LGBTQIA+ and heterosexual people.

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum will cater for LGBTQIA+ and heterosexual pupils. SPRS is proactive in the prevention of all bullying (including homophobic, biphobic and transphobic bullying) and wants to ensure all pupils feel included.

It is also important when teaching RSE at all age groups not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender-neutral identities as well as challenging gender stereotypes. (Further information on trans identities can be found at <http://www.gires.org.uk/>)

Special Education Needs and Disabilities (SEND)

- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. SPRS is mindful of the preparing for

adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

- SPRS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.
- SPRS consider that with some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

14–16-year-olds attending other settings for part of their education

Some SPRS pupils attend other educational centres for part of their educational provision. The SPRS will provide these alternative provisions with details of any RSE to be delivered to 14–16-year-olds. Equipped with these details, the SPRS will inform parents of any statutory RSE that is included in and planned programme to allow parents the right to exercise their option of withdrawing their child from that provision.

On-site sexual health services in Secondary Schools

The only onsite sexual health service currently available is condom distribution. A member of staff (Jennie Rogers), has undergone training to allow her to offer this service to KS4 pupils on request.

Information is displayed strategically signposting pupils to confidential support.

There may be occasions where a pupil needs to attend an appointment during school hours that is away from the school site. e.g. Scarborough Yorsexual Health Service -yorsexualhealth.org.uk/clinics/the-mulberry-unit/, hospital etc. Schools will need to make sure that they have systems in place to deal with these requests in a confidential manner. Staff may be able to accompany a pupil with the agreement of the Headteacher ensuring all safeguarding aspects are considered in line with the Safer Working Practices for staff. Health professionals will assess the young person using Fraser Guidelines and will also encourage them to talk to their parents/carers.

All staff should be aware of the North Yorkshire safeguarding procedures around working with sexually active young people. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken. Each case must be discussed with the school's senior member of staff, with designated responsibility for Child Protection.

Sexual Offences Act 2003

The Sexual Offences Act aims to clarify what constitutes a crime of a sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having unwanted sexual encounters.

North Yorkshire Safeguarding Children Board has a range of supporting information and guidance and online training to support professionals which can be accessed at <http://www.safeguardingchildren.co.uk/>

For the following issues staff should report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

Sexting: responding to incidents and safeguarding young people - UKCCIS Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4.pdf

There has now been published clear guidance to schools about how they should handle incidents where pupils under-18 take and/or share naked images of other under-18s, including themselves. This new guidance takes a safeguarding focus, rather than a simple criminal response, and, in some circumstances, allows schools to deal with incidents without involving the police. There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The UKCCIS guidance 'Sexting in schools and colleges, responding to incidents and safeguarding young people' published in August 2016, is non-statutory, but should be read alongside 'Keeping children safe in education'. This is important guidance and should be read and understood by DSLs, appropriately communicated to the staff team and incorporated into the schools online safety policy.

SPRS will advise pupils that if they receive an indecent image or text from someone they are not to send this image on to others. The pupils should speak to a trusted adult. If a 'sexual' image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or YouTube to have it removed. This can be done by visiting their safety centres and following their reporting links. Children will also be signposted to the 'Click CEOP' website for further help and advice.

'Sexting' will be addressed as part of the RSE curriculum at SPRS to ensure pupils are aware of the legal situation and to protect their privacy and safety.

If a member of SPRS staff is shown or discovers a 'sexual' image they will:

- Refer to the Designated Safeguarding Lead Jo Fox who may seek advice from either the Senior Educational Social Worker or one of the Educational Safeguarding Managers.

Child on child sexual violence and sexual harassment

As part of the statutory guidance for schools we must teach about and respond to reports of sexual violence and sexual harassment. It is recognised that this behaviour can occur between peers, can happen face to face or online. It can be physical or verbal and can occur at any age. The following measures to address this are as follows –

- Teaching through PHSE lessons including the ASDAN PSHE Short Course modules – Sexual Health, Respectful Relationships and social media.

- Drop down days where specific objectives are taught through topics such as Healthy Relationships.
- Discrete and personalised teaching sessions to address and immediately deal with highlighted issues or concerns.
- Staff promote and foster a culture where this behaviour is unacceptable, all inappropriate behaviour is challenged and all reported incidents are taken seriously.
- Pupils are made aware of staff members who can offer specific support.
- Pupils have access to pupil mentors and outside agencies where a need is highlighted.

If sexual violence or harassment takes place

- Pupils are addressed immediately and proportionately.
- All incidents are recorded and passed onto the appropriate personnel (DSL/parent/carers/police/other agencies).
- Parents/carers are informed. It is theirs and their child's responsibility to decide if they would like to press charges with the police.
- Risk assessments are kept up to date and amended where necessary.
- Interventions and referrals put into place where a need has been identified including pastoral support and early help.
- Where an incident occurs between two pupils where restorative intervention is not appropriate, separate timetables/alternative provision is provided.

Other terminology and issues to be considered

North Yorkshire sets out additional topics to be aware of and gives full clear definitions as the law states on the following:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography - Teaching about pornography is integrated into the NYCC PSHE entitlement framework for secondary schools alongside signposting to a range of supporting teaching and learning resources such as the [Addressing pornography through PSHE](#)
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Extremism/radicalisation
- Criminal exploitation (gang involvement or county lines)/violent exploitation by gangs
- Child Sexual Exploitation (CSE) - Governments update on Child sexual exploitation is available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf
- Hate crime
- Upskirting
- Harmful Sexual Behaviour/grooming
- Female Genital Mutilation (FGM)
- Forced Marriage (FM)

Partners in School Agreement Form

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.

School:

Lead contact person:

Second contact person:

Tel:

Email:

Agency:

Lead contact person:

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?

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 the SRE work covered by the SPRS?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Have the relevant DBS checking procedures been followed?	
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 sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	
Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	
Is it clear how the students learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.	
Appropriate monitoring and evaluation of the session has been discussed and agreed.	

Lesson plan

Learning outcomes (what I want students to know/understand/be able to do by the end of the lesson)
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Key information (SEN/EAL/TA/no on roll)

Starter activity	Role of the teacher
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Main part of lesson (activities must support the learning outcomes NB timings)	Role of the teacher
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Plenary (how do I know that students have achieved/learned/can do what I wanted?)	Role of the teacher
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The class teacher retains responsibility for classroom management, please negotiate with them as and when you would like them to intervene should the need arise.

Partners in School agreement form

Evaluation record by the external partner or school

For completion by teaching staff and external partner after delivering session.

If external partner please delete school and vice-versa

Name of external partner and school
Date of session
Year / Group
What were the aims of the session?
External partner / teacher evaluation of the session What went well? What did you learn from this session?
What went less well? How could the session be improved?
To what extent were the aims met?
Student's feedback on the session?
Would you suggest any changes next time?

Please send this form back to Louise Aveyard, Scarborough Pupil Referral Service, Valley Bridge Parade, SCARBOROUGH, YO11 2PG