

The role of external contributors in SRE: a checklist

Contributions from visitors could include

- assisting in programme planning
- supporting schools and working alongside teachers
- supporting staff through training or team teaching
- providing support for both parents and carers
- providing classroom input
- supporting pupils at the school who may need support, guidance or specialist help.

Good Practice	YES	NO
Non CRB checked visitors should always work alongside the teachers and NOT be left alone with groups or individual pupils (although these days very few will not have CRB checks (i.e. mother bringing in baby, teenage parents?))		
As a general rule teachers should always be present in the classroom when there are visitors and be engaged in the session (even if not active) rather than marking or doing other things		
Visitors, if likely to be working unsupervised or working regularly in the school, have had an enhanced Criminal Records Bureau check		
All visitors need to be clear about the school policies on Confidentiality and disclosure Child protection procedures The school's values and approach to SRE Any other relevant policies such as PSHE or Drug Education		
The visitor's input and involvement are integrated into the school's programme and are not just an ad hoc event		
Visitors are provided with information about the session and how it fits into the overall programme and are clear about the required learning outcomes for their session		
Visitors should be clear about their roles and responsibilities and boundaries when working Within the curriculum On a one-to-one basis Supporting teachers in following up disclosures Supporting teachers and the school community		
The approach is pupil-centred The messages are consistent with the overall aims of the programme The input meets the needs of the pupils		
The visitors, where necessary, are competent educators and facilitators and do not provide input outside their remit and expertise		
Where possible pupils are given a voice and are involved at the outset of the programme (for example by writing invitations) and with follow-up work (for example by writing thank you letters)		
Pupils should be given the opportunity to evaluate the content and method of the presentation.		
Visitors are given feedback from staff and pupils.		