

Citizenship and PSHE: working with external contributors

Guidance for schools

Contents

Purpose of the guidance

Introduction to working with external contributors to support citizenship and/or PSHE

Types of external contributor

Benefits of working with external contributors

Working within professional boundaries

Developing effective partnerships between external contributors and the school

School policies: behaviour, vetting external contributors, confidentiality, child protection, community visits

Planning, preparing and reviewing work with external contributors

Further guidance and support

External contributor/partnership profile

Planning checklist

External contributor/partnership agreement

Evaluation record of the external contribution

Purpose of the guidance

This booklet offers guidance for schools planning to develop, maintain and review activities to support the curriculum, involving work with external contributors. It may also be useful to Local Education Authorities (LEAs), individuals and other organisations wanting to establish links or on-going partnerships that will promote and sustain quality practice in their work with schools.

This guidance focuses on work with external contributors to support the national curriculum subject of citizenship and the schools planned provision for personal, social and health education (PSHE). Many schools are receiving approaches from individuals and organisations offering activities to support citizenship and/ or PSHE. It is important that schools make informed decisions about any work they plan to do using external contributors, to ensure that it fits with their own development needs and curriculum objectives. The **planning checklist** may be used as a process to help with this.

In this guidance, an **external contributor** is any person who is not a regular member of teaching staff and who goes into a school to work alongside teaching staff, supporting the delivery of any planned curriculum activity.

For guidance about planning and ideas for teaching and learning in citizenship, including activities to promote active citizenship and participation in the school and wider community, see *Citizenship A scheme of work for key stages 1 and 2* (order ref QCA/02/877), *Citizenship A scheme of work for key stage 3* (order ref QCA/01/776) and *Citizenship A scheme of work for key stage 4* (order ref QCA/02/853) or view www.standards.dfes.gov.uk/schemes. For ideas and activities that support PSHE see *Drug, alcohol and tobacco education: curriculum guidance for schools key stages 1 to 4* (order ref QCA/03/1031) or view at www.qca.org.uk/pshe. For further refer to DfES circular 2004/5 *Drugs: Guidance for schools*. www.teachernet.gov.uk/PSHE

Introduction to working with external contributors to support citizenship and/or PSHE

Citizenship and PSHE offer many opportunities for enhancing provision through the involvement of external contributors.

It is important that whenever schools choose to work with external contributors, activities are planned. Work with external contributors is not a substitute or alternative to planned teaching programmes delivered by the school's teaching staff, but activities can add value to existing programmes or may be used to initiate new areas of learning.

Schools may have existing programmes where the work with external contributors is already well established, such as those for drug, alcohol and tobacco education. Increasingly, schools are being approached by a range of external contributors who offer activities that support citizenship and/ or PSHE.

Where the external contributor is going to work with pupils, teachers should enable them to undertake preparatory and follow-up work for example:

- identifying external contributors
- writing letters of invitation
- arranging meetings for pupils, teachers and external contributors to agree details of the activities
- evaluating activities.

Teachers, of course, remain responsible for pupil behaviour, health and safety and child protection throughout and should always be present during activities.

Types of external contributor

Many different kinds of external contributors have something to offer citizenship and/or PSHE, as well as other subjects and aspects of the school curriculum. For example:

- professionals from local government, local councillors, MPs, the police, health professionals or workers from voluntary and community organisations
- volunteers, including university students, parents, school governors and other members of the community
- members of the local community, such as those from businesses with specialist knowledge or experience of developing social and entrepreneurial skills.

Up-to-date lists of national and community organisations, along with project case studies and ideas, can be searched for on the CSV website www.CSVcommunitypartners.org.uk.

The following table contains suggestions about types of external contributors who can contribute to and support aspects of citizenship and PSHE.

Citizenship	Types external contributor
Role of government and public services Democracy and the work of parliament Rules, laws and the work of the courts, legal and human rights Role of voluntary and community bodies Role of the media Economy and the role of business Global issues and sustainable development Conflict resolution Negotiation, advocacy, meeting and presentation skills	Local councillors, government officers, local authority officers MPs, public sector representatives Magistrates, police, lawyers, consumer rights organisations, victim support, trade unions Voluntary, community and charitable organisations and groups Representatives from business, financial institutions, media Drama, theatre groups LEA citizenship adviser University undergraduates (law, politics, education) Citizenship and other specialist organisations
Personal, social and health education (PSHE)	
Health, relationships and personal development Drug, alcohol and tobacco education Personal finance Careers education Personal and social development	Health and relationship professionals Drama, theatre groups Representatives from banks, personal finance educational organisations Public services, business, career planning specialists, Connexions advisers PSHE organisations and specialists in PSHE issues LEA PSHE adviser

Further guidance and support provides information about some of these.

Benefits of using external contributors

Individuals, schools and communities can all benefit from working with external contributors. These benefits are most likely to occur where such work is well planned and addresses a particular development need or aspect of the citizenship and/or PSHE curriculum.

Schools need to be selective when making decisions about which external contributors to work with so that the benefits are realised for all involved.

External contributors can:

- bring a new perspective to a subject or topic
- offer specialist knowledge, experience and resources
- make sensitive or controversial topics easier to address
- form a friendly and potentially active link with the community and local services
- add variety to the curriculum
- give support to teachers through a team-teaching approach.

They may also:

- support curriculum or policy development and/or planning
- provide specialist training for teachers
- support curriculum monitoring and evaluation activities.

External contributors can also bring longer-term benefits to individuals, schools and their communities by:

- providing pupils with supportive relationships with adults
- establishing sustained and positive relationships between the generations and different social groups within a community
- strengthening links and relationships within and between communities.

Working within professional boundaries

External contributors need to be aware that their roles, responsibilities and boundaries, when taking part in curriculum activities, may differ from other roles and responsibilities that they have taken in the community. When working in a classroom situation, external contributors should work to the professional boundaries of teachers. These may be different from boundaries where, for example, a school nurse is holding a medical surgery for individual pupils or where a counsellor is providing one-to-one support.

Schools should also ensure that the respective responsibilities of teacher and external contributor have been clarified. For example, the teacher alone will be responsible for behaviour and class discipline.

Developing effective partnerships between external contributors and the school

The purpose of work with external contributors must be planned in advance. The needs and interests of both the school and external contributor must be negotiated and agreed.

When planning work with external contributors, consider the different roles and responsibilities of the school and the external contributor.

For example, when working with pupils the school must ensure (through the member of staff responsible) that the school's curriculum objectives and requirements are met and school policies on for example, behaviour, confidentiality, health and safety and child protection, are followed.

The external contributor must be clear about what is expected before, during and after the visit. They must be confident and willing to meet those expectations with appropriate practical and professional support from the school.

It is important for external contributors to be briefed on the purpose and context of the visit and inducted into the relevant aspects of school policy and organisation. Use a [planning checklist](#) [link to planning checklist] to ensure that both parties are satisfied about what is expected from an external contribution, before signing an agreement. [link to External contributor/partnership agreement]

School policies

An external contributor to a classroom should work within school policies relating to handling sensitive issues and confidentiality, health and safety, behaviour and any specific policies relating to the subject content, such as citizenship, drug education and Sex and Relationship Education. It is the school's responsibility to ensure that external contributors are briefed about the relevant school policies and procedures.

Behaviour

Schools should clarify with the external contributor that the teacher present and not they will remain responsible for pupil behaviour during the visit.

Confidentiality

It is not appropriate to encourage pupils to reveal any personal information that may incriminate themselves or others or that they wish to remain confidential. The aims and boundaries of the lesson or activities need to be clarified with all concerned, including the pupils, from the start. External contributors should be briefed in advance on the school's policy on dealing with sensitive and controversial issues, including disclosure.

Vetting external contributors

External contributors to the school must be aware of the school policy on child protection and the rules and local requirements concerning Criminal Record Bureau (CRB) checks. Some local education authorities also provide quality assurance schemes to support schools working with external contributors. For example, some offer lists of 'kite marked' organisations and individuals that schools can work with, who meet agreed local quality standards.

Child protection

The proper protection and safety of pupils is paramount in arrangements for external contributors and visits. It is vital that you are aware of your school and local authority policies and procedures on child protection.

The Department for Education and Skills advises that any person appointed to a position whose normal duties involve regularly caring for, training, supervising or being in sole charge of children should be asked to apply for an Enhanced Disclosure from the CRB. A person whose normal duties include work in a school or other educational establishment (or work in any of the regulated positions referred to in section 36 of the Criminal Justice and Court Service Act 2000), but who does not have the contact described above, should be asked to apply for a Standard Disclosure.

A summary of the present position, *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service* (order ref DfES/0278/2002) is available and may be downloaded from the web from www.teachernet.gov.uk/doc/2172/ChildProtect.pdf

Many, possibly most, external contributors will come to the school infrequently. CRB checks are required if an external contributor is to be left in sole charge of a pupil or

pupils. QCA recommends that the teacher always be present as they remain responsible for child protection, as well as behaviour and health and safety.

Community visits

In the case of industrial visits and work placements any person for whom a substantial part of his/her duties including the supervision or training of children under the age of 16 should be checked by the CRB.

All enquiries about this guidance should be addressed to:

The Teachers' Misconduct Team
Pupil Support and Independent Schools Division
DfES
Mowden Hall
Staindrop Road
Darlington
DL3 9BG

Telephone enquiries: 01325 392111/392105

Planning, preparing and recording work with external contributors

Schools need to make decisions about the type and nature of curriculum activities involving work with external contributors. Effective planning is the key to quality experiences for all involved. It is also important to build in time to reflect on and review activities with the external contributor after the event.

The following three tables help to clarify the respective roles and responsibilities of the school and the external contributor. Any queries raised in considering the respective roles and responsibilities of the school and the external contributor can be resolved when creating a [external contributor/partnership profile](#) [link to doc].

Table 1 *Planning and preparation*

School	External contributor/partnership
<p>Are you clear how the external contribution fits in with the aims and objectives of the curriculum for citizenship and/or PSHE?</p> <p>Has the work been planned for identified in the school's scheme of work?</p> <p>Is the external contributor's knowledge and expertise relevant and appropriate?</p>	<p>Are you clear how your contribution fits with the aims and objectives of the curriculum?</p> <p>Have you discussed with the school how your knowledge and expertise is relevant and appropriate?</p>
<p>Are you aware of the external contributor's values, aims and objectives and their reasons for working with schools?</p>	<p>Is the school clear about your values, aims and objectives you and your reasons for working with schools?</p>
<p>Have you asked for any references/recommendations?</p> <p>Should the external contributor be subject to checks by the Criminal Records Bureau?</p>	<p>Have you provided the school with references/recommendations?</p> <p>Do you need to follow checking procedures by the Criminal Records Bureau?</p>
<p>Have you planned adequate time for discussing the details of the visit, including any work for the pupils to plan or review?</p>	<p>Have you planned with the school adequate time to discuss the details of the visit, including any preparatory or reflective work to be done by the pupils?</p>
<p>Have you discussed whether there is a fee for the external contribution?</p>	<p>Have you informed and discussed with the school any charges or expenses to be reimbursed?</p>
<p>Is the external contributor aware of the needs of the pupils, such as in relation to age, ethnicity and ability?</p>	<p>Have you checked with the school about the needs of the pupils, eg in relation to age, ethnicity and ability?</p>
<p>Have you discussed and informed the external contributor of relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety?</p>	<p>Do you know about the relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety?</p>
<p>Have you discussed with the external contributor professional boundaries that the school retains responsibility for, such as class discipline? Are there any codes of conduct or professional boundaries that the external contributor needs to work within?</p>	<p>Have you discussed with the school any professional boundaries, codes of conduct or guidelines that you work within?</p>

Table 2 *During the visit(s)*

School	External contributor/partnership
<p>Is the external contributor clear that they are supporting the teacher and the teacher retains responsibility for class discipline?</p> <p>Has the school ensured that a teacher will be present throughout the activity to take responsibility for class discipline and to ensure continuity of work and links to other areas of work?</p>	<p>Do you know which teacher will be present throughout any activity?</p> <p>Have you discussed with them that they will retain responsibility for discipline?</p>
<p>Is the school clear that the external contributor's role is a supportive one, not a substitute or replacement for the teacher?</p>	<p>Do you understand that your role must be a supportive one, not a substitute or replacement for the teacher?</p>
<p>Has the school ensured that the teacher works with external contributors to ground their contribution in a pupil-centred approach to learning?</p>	<p>Will you work with the teacher to ensure that your contribution is grounded in a pupil-centred approach to learning (this may involve a needs assessment)?</p>
<p>Has the school ensured that the teacher works with external contributors towards the requirements of the national curriculum?</p>	<p>Will you cooperate with the school to ensure that you work towards the requirements of the national curriculum?</p>
<p>Has the teacher planned with the external contributor and carried out appropriate monitoring and evaluation of the learning activities?</p>	<p>Will you plan with the teacher and carry out appropriate monitoring and evaluation of the learning activities?</p>

Table 3 *After the visit(s)*

School	External contributor/partnership
<p>Has the external contributor been thanked for their contribution?</p>	
<p>Have any agreed expenses/fees been paid?</p>	<p>If any expenses/fees were agreed in advance, have you invoiced the school?</p>
<p>Is there follow-up work that involves the external contributor?</p> <p>Have the pupils been given time to reflect on what they learned from working with external contributors?</p> <p>Has there been monitoring, evaluation and celebration of pupils' achievements?</p>	<p>Are you clear of your role in any follow-up work agreed with the school, for example in respect of feed-back, monitoring, evaluation and the celebration of pupils' achievements?</p>

A number of forms have been developed to assist schools and external contributors planning and evaluating work.

[links to forms]

- **External contributor/partnership profile**
- **Planning checklist for schools and external contributors**
- **External contributor/partnership agreement**
- **Evaluation record of the external contribution**

Further guidance and support

LEAs and local partnerships

Many LEAs are developing partnerships between themselves and other relevant organisations/initiatives such as the Healthy School Standard, Education Business Partnerships, or relevant elements of Local Strategic Partnerships. Most LEAs have staff with responsibility for citizenship and/or PSHE. Some can offer schools support in developing and maintaining work with external contributors.

Government and related websites

DfES Citizenship www.dfes.gov.uk/citizenship
QCA Citizenship www.qca.org.uk/citizenship
DfES PSHE www.teachernet/pshe
QCA PSHE www.qca.org.uk/pshe
National healthy school standard: www.wiredforhealth.gov.uk

Citizenship

Citizenship A scheme of work for key stages 1 and 2 (order ref QCA/02/877), *Citizenship A scheme of work for key stage 3* (order ref QCA/01/776) and *Citizenship A scheme of work for key stage 4* (order ref QCA/02/853) available in print from QCA publications 01787 884444 or view www.standards.dfes.gov.uk/schemes.

Drug education www.dfes.gov.uk/publications/guidanceonthelaw/4_95/summary.htm

DfES circular 2004/5 *Drugs: Guidance for schools*
www.teachernet.gov.uk/PSHE

Drug, alcohol and tobacco education: curriculum guidance for schools key stages 1 to 4
Downloadable guidance from <http://www.qca.org.uk/pshe> or available in print from QCA publications 01787 884444 (order reference QCA/03/1031)

Health and Safety of Pupils on Educational Visits – Guidelines

Downloadable guidance from http://www.dfes.gov.uk/h_s_ev
Essential reading for those with responsibility for organising school visits
Contact DfES Publications Centre for print copy (telephone 0845 6022260)

Child protection

www.teachernet.gov.uk/doc/2172/ChildProtect.pdf
Check with your LEA for their policy on child protection
Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service www.teachernet.gov.uk/doc/2172/childprotect.pdf
Contact Pupil Support and Independent Schools Division (DfES), telephone 01325 392098/392099 or 3962110

Association for Citizenship teaching

www.teachingcitizenship.org.uk
The professional association for those involved in citizenship teaching

Citizenship Foundation

www.citfou.org.uk
Promotes citizenship education through programs and high quality resources

Community Service Volunteers (CSV)

www.csvcommunitypartners.org.uk
An online interactive database of voluntary and other organisations interested in supporting Citizenship and PSHE, along with examples, case studies and strategies for building partnerships

The Hansard Society

www.hansard-society.org.uk/

An independent educational charity that promotes effective parliamentary democracy and has developed materials to support schools working with MPs

Institute for Citizenship

www.citizen.org.uk

Find information on citizenship education and active participation

Further contacts

An updated list of resources is available on the DfES Citizenship website (www.dfes.gov.uk/citizenship).

Volunteer initiatives in schools need careful management. *Absolutely No Limits*, a handbook for community volunteering schemes in schools by Melanie Elkan and Mandy Greenfield (CSV/Esso, London, 1998, ISBN 0-907829-93-7), is available from CSV Education Publications, CSV, 237 Pentonville Road, London, N1 9NJ, telephone 0107 643 1314.

University and college students can make excellent external contributors and ‘tutors’. See CSV’s *Learning Together: Good Practice Guide* by Daniel, Field, Bridges and Armitage (CSV, London, 1997).

External contributor/partnership profile

This profile should be sent or given to external contributors/partners to complete before any work takes place. It provides the school with relevant information about the contribution that a particular individual or agency can make to citizenship, PSHE or other subject areas.

Name of your organisation		
Name(s) and job description(s) of individuals who are available to visit the school to deliver contribution		
Address		
Phone number		
Fax number		
Email address		
Aims, objectives and values of your organisation		
Age range(s) and target group(s) you work with	<ul style="list-style-type: none"> • Key stage 1 • Key stage 2 • Key stage 3 • Key stage 4 • Special schools/ pupil referral units • Parents • Staff • Governors <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 100%; height: 100%;"></td></tr> </table> </div>	

External contributor/partnership profile

<p>Numbers you work with</p>	<ul style="list-style-type: none"> • Individuals • Small groups • Whole Classes • Assemblies/larger groups
<p>Please give details of any charges or expenses</p>	
<p>Brief description of your programme of work</p> <p>(including style of delivery, appropriate settings and resources required / provided by yourself)</p>	
<p>When are visits available? Indicate number of visits/frequency or time of the year available</p>	
<p>Details of relevant qualifications, knowledge, skills and experience</p>	
<p>If necessary, could you provide details of a Criminal Records Bureau check?</p>	
<p><i>Please attach any relevant supporting documents, information or publicity materials</i></p> <p>Signed Partner (Agency / individual)</p> <p>Signed School / LEA or broker agency</p> <p>Date: __/__/____</p>	

Planning checklist for schools and external contributors

Copies of this checklist can be held by the school and external contributor/partner (and LEA where appropriate).

Time and place

Date	From hrs to hrs
Venue	External contributor arrival time hrs
Furniture layout	Welcome/reception arrangements
Equipment: TV / Video / Sound / Flipchart / OHP / Projector / Screen	

People

School	External contributor(s)
Organiser	Name
Class teacher (if different)	Introduce as
Other teacher(s)	Specialism
Additional staff	Agency
Number of pupils	Have you discussed the visit and the schools citizenship and PSHE policies? YES / NO
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? YES / NO
Age of pupils	Have you discussed any gender, racial, cultural or special education issues to be addressed? YES / NO

Learning

Session title	Subject area
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including external contributor involvement	Any follow up with external contributor

Agreements

<p>Expenses: Have you discussed and agreed any relevant expenses and fees? YES / NO / NA</p> <p>Profile: In the case of an on-going partnership with the external contributor/agency have you both created a profile YES / NO</p>	<p>Agreement: Have you and your external contributor signed an Agreement for this visit? YES/NO</p> <p>Quality standards: Have the school and partner/agency signed any joint agreement to ensure quality standards? YES / NO/ NA</p>
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External contributor/partnership agreement

This agreement provides the basis of the partnership between the individual external contributor (or community partner organisation) and your school.

The school

The member of staff responsible for the visit(s) will:

- **explain the purpose and nature of the proposed visit(s)** to external contributors/organisation in the context of the school's programme for citizenship/PSHE
- **outline the needs of the school** and negotiate the most appropriate contribution that external contributors/organisation can make
- **set out the relevant school policies** concerning health and safety, child protection, behaviour
- **work with external contributors** in the preparation, delivery and (where applicable) follow-up of the external contribution, and will address with external contributors the items on the planning checklist
- **meet external contributor's agreed expenses** for travel and subsistence when not otherwise met
- **pay fees and other costs** where formally agreed in advance.

The external contributor/partnership

The individual/partnership organisation will:

Plan

- agree to be CRB checks as required
- complete the planning checklist with the school
- clarify the boundaries of their confidentiality policy with the school
- complete and negotiate the Partner Profile form with the school
- take account of relevant school policies

Deliver

- the citizenship and/or PSHE objectives set out by the school
- the ability, knowledge and skills to work with young people in the agreed setting

Evaluate

- their contribution to the programme of work
- their organisation's contribution and where work is on going produce periodic summaries for the school

Signed:.....

Signed.....

External contributor (agency/individual)

SCHOOL core team member

Date __/__/____

Date __/__/____

Name of organisation:

Role within organisation:

Review date __/__/____

Evaluation record of the external contribution

For completion by teaching staff after an activity or programme.

Name of external contributor/organisation
Date of session
Year (group)
Brief aims/objectives
External contributor/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?
Do you have any questions you would like answered as a result of this session? What further information/sessions would you like?
Would we make any changes next time?