



# CHARTERHOUSE

## Approach to Reach Out sessions

---

The following approach is an extract of the [PSHE Association](#) guidance which is the leading organisation for personal, social, health and economic education in the UK. At Charterhouse, we draw upon their professional expertise, alongside other expert resources, our own professional knowledge and experience and our context in planning and teaching Reach Out.

### Establishing a safe learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

### Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include:

**Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.

**Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

**Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

**Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.

**Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

**Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

**Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.

**Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.