



Lead Governor – PSHE, Careers and Pupil Wellbeing

Agreed at the meeting of the FGB on: 22nd September 2021

Date of Next Review: September 2022

Name of Governor Leads: Maggie Carter

Terms of Reference

Plus any other activities as determined by the FGB.

D = Delegated to Lead Governor

R = Make Recommendations to Full Governing Board

To recommend the school's Personal, Social, Health, Economic (PSHE) Curriculum and associated policies to the FGB for approval and to monitor implementation of changes to the PSHE Curriculum in line with national and local guidelines and requirements.

R

To receive information from the Headteacher and staff about how PSHE, including Relationship and Sex Education (RSE) and Spiritual, Moral, Social, Cultural (SMSC) education, is taught, evaluated and resourced.

D

To review the six strands of the PSHE curriculum:-

- Physical
- Mental Health
- Emotional Wellbeing
- Social Wellbeing
- Economic Wellbeing
- Community Cohesion and British Values

D

Report the key messages on the school's performance, including benchmarking information, to the FGB. Ensure that the statutory curriculum information is displayed on the school website.

To ensure the continued knowledge and understanding of Governors in respect of all aspects of the PSHE curriculum offered by the school by making a presentation to FGB meeting.

D

Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.

D

Scrutinise RSE offered across the school, is it sufficiently targeted to ability and understanding? Report on what steps have been taken to make it appropriate for all learners and benchmarking work undertaken with partner schools. Have parents/carers been engaged in delivery of RSE by the school? Have correct permissions been obtained from Parents/Carers? Ensure that RSE information is available to parents/carers via the website.

D

Scrutinise SMSC offered across the school, is it sufficiently targeted to ability and understanding. Ensure spiritual and moral issues remain high on the school agenda. Is the school offering a diversity of opportunities for pupils to explore spirituality and moral issues?	D
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	D
To receive information from staff about work on 'capacity' with leavers and their families, covering bank accounts, benefits, and access to work. Ensure that all leavers have access to information about next steps and that the school assists in making the transition on to college or employment, living in the wider world.	D
Monitor and evaluate how the school promotes good physical and mental health for both pupils and staff.	D
Assess and report on how the school promotes Community Involvement and Community Cohesion in line with the Education Act 2002.	D
Review and agree parent consultation arrangements.	D