**Appendix 1. A checklist for introducing sensitive subject and issue-based work**

**Insert title of the topic here**

**Date**

* Give a brief background to the issue, project or programme of study
* Include details of any similar projects you are aware of
* What is the problem/opportunity it is addressing?
* Who is the target group?
* What do you hope to develop, and what new learning it will contribute?
* What are the key benefits of introducing this new learning?

**2. Learning Objectives**

State why you want to do the topic.

This is a simple statement of the things you want to achieve by the end of the period of study. Make sure these are clear, achievable, and distinct and put them in order of priority.

 **3. Ethics**

* What considerations do you need to make in terms of risk, consent, context, safeguarding that may arise?
* Identify children who are vulnerable
* Consider the possible ethical issues that may arise from specific elements of the programme of study

**4. Risk Assessment**

Suggest ways to reduce or manage any risks identified.

Think about confidentiality, gender, inclusion and discrimination. Use the table below to assist with this.

Additionally, for teachers in England, following recent guidance (17.02.22) announced by Nadhim Zahawi, Secretary of State for Education, concerning the avoidance of biased teaching, (that is where one point of view is promoted and given credence over other views), it would be prudent to consider this guidance\* as an item within the risk assessment.

**Example**

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| --- | --- | --- |
| Question  | Risk identified | Measures to reduce risk |
| Does your project involve working with children? |  ***If yes, state which groups are included*** | ***Examples include:*** ***Seek informed consent from a parent/guardian.******Check if external participants researchers need to have a DBS check.*** |
| Does your project involve engagement with vulnerable pupils?  |  ***What risks are associated with working with these pupils?*** | ***Make sure TA support or additional adults are available to supervise / support as necessary*** |
| Are you engaging with sensitive topics?   | ***What are the risks associated with the topic(s)? (eg - risk of causing distress or trauma)*** | ***Consider giving the pupils time to discuss the topic*** ***Provide a pupil/family information sheet and consent form.***  |
| What employer policies do you need to comply with?  | **An example being:** **child-protection and safeguarding policies**  | **Examples include:** **Complete your organisation’s training on safeguarding and child protection (as applicable).** ***Check with the local authority about ethical approval.*** |
| Does the topic consider issues from a balanced political perspective? | ***\*The promotion of partisan political views in class is unlawful under the 1996 Education Act*** | **Examples include:*****Ensure resources used originate from a variety of sources.******Ensure that the information presented to students is reliable, balanced and not from personal opinion or perspective.*** |
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**5. Expected Outcomes**

Summarise the outcomes you expect from the learning.

**6. Budget**

State the budget planned or available for the topic to be taught.

**7. Personnel – roles and responsibilities**

* State who is going to be involved and what their responsibilities will be
* Will there be any additional safeguarding checks that will be need to be undertaken?

**8. Support**

Comment upon the support you have received from parties that you have approached for validation

* Pupils
* Parents
* Colleagues
* Colleagues at other schools that have introduced and are teaching this same topic
* The NSEAD online community
* The Local Authority – Designated Officer for safeguarding
* The Local Authority – subject specialist
* Respected figures in the world of Art, Craft and Design
* Link Governor and members of the Governing Body
* Senior Leadership Team members