

Quality Area	Standard	Do you meet this standard?			Indicators	Possible sources of evidence	Describe how you meet this standard and your evidence
		Not met	Minimum met	Fully met			
Values	Staff and volunteers are committed to the principle of providing non-judgmental, impartial support and accurate information to young people making decisions about pregnancy and abortion and the principle of anti-discrimination, including on the basis of sexual orientation and gender identity			X	<p><i>Minimum met</i> The organisation:</p> <ul style="list-style-type: none"> • Has signed the SRE value statement • Uses appropriate referral pathways that do not exclude any of the full range of options available • Ensures that all staff and volunteers commit to working within the SRE value statement <p><i>Fully met</i> Minimum standard + the organisation:</p> <ul style="list-style-type: none"> • Has its own set of values which are in line with the SRE value statement 	<ul style="list-style-type: none"> • Signed SRE value statement • Documentation on recommended referral pathways (e.g. website, flyers) • Records of new staff and volunteer induction including value statements • Copy of organisation's set of values. 	<p>We have signed the SRE value statement</p> <p>Boundaries training is mandatory for all staff and volunteers.</p> <p>All staff are bound by comprehensive policy framework.</p> <p>Centre 33 has values in line with SRE value statement.</p>

Training & Development	Staff and volunteers working in schools have a comprehensive and up-to-date understanding of the subject area and protocols relating to it and the knowledge necessary to provide high quality SRE			X	<p><i>Minimum met</i> At least one staff or volunteer involved in delivery have completed the following essential training covering:</p> <ul style="list-style-type: none"> • Safeguarding • Law and DH guidance on confidentiality and consent (Fraser guidelines) • Basic training relevant to their subject area <p><i>Fully met</i> Minimum standard + at least some of the staff and volunteers involved in delivery have received additional training as relevant, for example:</p> <ul style="list-style-type: none"> • R U Ready • C card • Working with young people • Emergency contraception • Contraception • Pregnancy options • Local care pathways and referral to CAMHS and other specialist agencies 	<ul style="list-style-type: none"> • Records of training courses, workshops, conferences, etc. attended • Training reports and reports of other development events • Induction procedure • Records of internal training 	<p>All staff have completed safe-guarding and confidentiality training and staff are recruited to an appropriate level of knowledge in their area. All staff are experienced in working with young people.</p> <p>Mental Health staff are qualified to minimum diploma level in counselling/mental health and have accessed multiple local mental health training.</p> <p>Sexual Health staff have completed RU ready and C Card training.</p>
Planning & Evaluation	The organisation collects and analyses relevant			X	<p><i>Minimum met</i> The organisation does the following:</p>	<ul style="list-style-type: none"> • Monitoring, evaluation and planning 	We devise a young person centred evaluation of all sessions and share this

	information appropriately and systematically and uses it to support schools and their own staff to plan and improve SRE delivery				<ul style="list-style-type: none"> • Have an evaluation system in place • Periodically gather feedback from pupils and staff • Feeds into schools' own evaluation system when required • Shares feedback with the school when required <p><i>Fully met</i> Minimum standard + the organisation does the following:</p> <ul style="list-style-type: none"> • Has aims and objectives for lessons and periodically evaluates whether these are achieved • Plans input and delivery in partnership with the school when required • Is aware of how their lessons fit into the PSHE framework 	<p>systems and policies</p> <ul style="list-style-type: none"> • Feedback questionnaires • Records of previously gathered feedback • Lesson plans detailing aims, objective and links to PSHE framework 	information as appropriate. Time allowing we will contact schools to negotiate aims and objectives of sessions and plan sessions alongside staff.
Safeguarding	The organisation works towards a safe environment and non-discriminatory practice and has policies to this effect in place, trains staff and			X	<p><i>Minimum met</i> The organisation does the following:</p> <ul style="list-style-type: none"> • At least one member of staff or volunteer in charge of the delivery are DBS checked (and barred list checked if appropriate) at least 	<ul style="list-style-type: none"> • Copies of appropriate DBS and barred list checks • Policy on DBS and barred list checks, including frequency of 	<p>We have:</p> <p>Staff are DBS checked (and barred list checked if appropriate) at least every 3 years</p> <p>Policies are in place on safeguarding, equality, and confidentiality</p> <p>Staff and volunteers have</p>

	volunteers on these policies and takes appropriate precautions when recruiting new staff and volunteers				<p>every 3 years</p> <ul style="list-style-type: none"> • Policies are in place on safeguarding, equality, and confidentiality • Staff and volunteers have signed up to the above policies <p><i>Fully met</i> Minimum standard + the organisation does the following:</p> <ul style="list-style-type: none"> • All staff and volunteers involved in delivery are DBS checked (and barred list checked if appropriate) at least every 3 years • A policy on lone working is in place, to which staff and volunteers have signed up 	<p>checks</p> <ul style="list-style-type: none"> • Copies of policies and procedures • Signed policy checklist • Induction procedure for new staff and volunteers with training on policies. 	<p>signed up to the above policies</p> <p>A policy on lone working is in place, to which staff and volunteers have signed up</p>
Delivery Competence	The organisation has the necessary experience, resources, and training to create a positive and inclusive learning environment for young people from different backgrounds and with a range of experiences, learning styles and		X		<p><i>Minimum met</i> The organisation:</p> <ul style="list-style-type: none"> • Has experience of working with young people on the relevant subject area • Uses age-appropriate resources and language to teach • Has staff and volunteers use different learning methods to include young people with a variety of learning 	<ul style="list-style-type: none"> • External reference person(s) to attest for delivery competence • Records of work with young people and in schools • Copies of resources used for teaching • Records of 	<p>We have been working with young people for 30 years in these subject areas.</p> <p>We use age appropriate language and resources.</p> <p>We use combinations of presentation, small group discussion, film work and large group discussions.</p> <p>We establish ground rules, and, alongside school staff, establish safe ground-rules and behaviour.</p> <p>We have a strong track</p>

	learning needs			<p>needs and styles</p> <ul style="list-style-type: none"> • Works to make young people feel safe, comfortable and respected in expressing their opinions <p><i>Fully met</i> Minimum standard + the organisation has:</p> <ul style="list-style-type: none"> • Experience of delivering SRE services in schools • Developed some of its resources together or in consultation with young people • Trained staff and volunteers on how to use different learning methods, including, if appropriate, by delivering services together with young people (peer education) • Delivered services or worked with young people from different backgrounds or with different learning needs 	<p>consultations with young people</p> <ul style="list-style-type: none"> • Records on training on learning methods 	<p>record of working with marginalised groups of young people</p>
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