



Pupil consultation tools

Conducting regular pupil consultation on RSHE is essential. It will help your school to review and develop RSE to continually meet the current needs of all pupils, including vulnerable groups. It is important to have a variety of methods of pupil consultation, to enable all pupils to have equal opportunity to fully participate and promote their views. Pupil consultation work provides further development of character skills that help engagement in RSHE and being active members of society.

Pupil consultation methods can include:

Graffiti board: Cover a display board and add a title that describes what you would like to consult on, for example 'In RSHE I would like to learn more about...'. Pupils can write their ideas with board markers attached to string and pinned onto the board or write on post-it notes to be stuck on. If inappropriate content is added, simply cover with black marker or remove the post-it note.

Tell the box: Decorate a sealed box, with a letterbox sized posting hole. Leave slips of paper and pens for pupils to write their responses to your consultation question. The question can be written on the box or left as a sign next to it.

Survey: These can be conducted using a variety of methods including online, anonymous electronic voting tools or a simple 'heads down, hands up' style approach to questions read out by the teacher. Ideally, pupils could generate the questions through a steering group or at school council, ensuring the vocabulary and questions are pupil centred.

Discussion: The insightfulness of informal ad-hoc discussions should not be underestimated. Structured discussions can also be beneficial. The 'goldfish bowl' technique promotes engagement and can help facilitate a discussion. In this model, four pupils sit on a smaller centre-facing inner circle of five chairs (this leaves an empty chair). The remaining pupils stand or sit on a larger centre-facing outer circle. Only the pupils on the chairs can discuss the topic/statement you have provided. When a pupil on the outer circle wishes to join the discussion, they sit on the vacant central chair, stimulating a centre circle pupil to voluntarily re-join the outer circle. This ensures a controlled discussion within a less intimidating format, promoting more active listening than a whole class discussion.

Spectrum: Pupils move up and down a spectrum marked out with signs for 'Agree', 'Don't know' and 'Disagree' in response to statements read out by the teacher.

Diamond nine: Pupils write nine topics that they would like to learn about in RSHE, ranking them in order of importance to create a diamond shape, with the most important at the top, and the least important at the bottom.

It is important to consider how the responses from pupil consultation activities will be communicated, including to whom (SLT, parents, governing body etc) and how they will be responded to, so that pupils feel valued and respected for sharing their views.