



FULHAM CROSS ACADEMY TRUST

PSHE Education, RSE and SMSC Policy

All Policies refer to the application of the Fulham Cross Academy Trust Vision:

Fulham Cross Academy Trust (FCAT) is driven by a passion to see the young people who arrive through our doors succeed. We are committed to providing a high-quality, forward-thinking education for our students – equipping them with the tools to flourish beyond our walls.

We aim to instil compassion, empathy and respect in all our students, whilst also fostering a love for learning. At the end of their Fulham Cross journey, students will be confident and creative individuals with an unshakeable sense of self-worth who have gained the confidence and skills to reach their full potential in life.

We are an open, diverse and inclusive community where all students reach the heights of aspiration through nurturing self-confidence, belief and becoming a global citizen.

Person Responsible	<i>Curriculum Lead for PSHEE</i>
Review Frequency	<i>Annually</i>
Policy Last Reviewed	<i>December 24 - FCGS and FCA PSHEE Leads</i>
Agreed / Approved by SLT	<i>RSHE SLT</i>
Does this policy need to be ratified by Governors?	<i>Yes</i>
Ratified by Governors on	<i>March 2025</i>
Policy is communicated by the following means	<i>Staff Shared Area and Website</i>

PSHEE (Personal, Social, Emotional and Economic Education) is a multi-disciplinary programme. Relevant additional information can also be found in the following policies:

- Student Mental Health and Wellbeing Policy
- Bereavement Policy
- Careers Education, Information, Advice and Guidance
- Child Protection and Safeguarding Policy
- Collective Worship and Assemblies
- Teaching and Learning Policy
- Drug Education
- E-Safety / ICT Policy and Procedures
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Introduction – School Ethos and Vision

The teaching of Personal, Social, Health and Economic and Health Education (PSHEE) reflects the values set out in Fulham Cross Academy Trust's stated aims and objectives. As a small multi-academy trust, PSHEE is directly aligned to the ethos at both Fulham Cross Girls' School (EMPOWER vision) and at Fulham Cross Academy (STEM vision).

As a trust, we also aim to build students' cultural capital and define this as *the accumulation of knowledge, behaviours and skills that one can tap into to demonstrate one's cultural competence*¹. Any provisions and programmes are based on our understanding and respect for the diverse experiences of our local community.

The Fulham Cross Academy Trust's PSHEE education programme draws on good practice and serves to *empower students to make informed, healthy decisions*.² We know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve³
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Trust Responsibilities

The trust recognises that Personal Social, Health and Economic Education (PSHEE) provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life.

Fulham Cross Academy Trust (FCAT) seeks to use PSHEE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance.⁴ As a result, our PSHEE curriculum is designed to be balanced and broadly-based:

- promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society,
- preparing students at the school for the opportunities, responsibilities and

¹ Fulham Cross Girls' School, *Quality Assurance Report*, 2019

² The Importance of Teaching, *The Schools White Paper*, 2010

³ There is strong evidence that PSHE education has a positive impact on academic attainment. Barnard A, Carey A, Regan A, et al. *Literature Review Analysing the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment*, Pro Bono Economics, 2017

⁴ Department for Education, *Personal, Social, Health and Economic Education*, Guidance, September 2013



experiences of later life.⁵

FCAT wishes to give students the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens. The benefits of PSHEE are universal, supporting **all** young people - the highest achievers to the most vulnerable and excluded - to achieve their fullest potential.

Statutory and non-statutory topics included in our PSHE education include:

- ✓ social and emotional literacy
- ✓ careers education and guidance
- ✓ citizenship and political literacy
- ✓ drug education
- ✓ economic wellbeing and financial capability
- ✓ enterprise skills
- ✓ health education
- ✓ relationships and sex education (RSE)

Some aspects of the PSHEE framework may also be taught and revisited in other curriculum areas, including Science, Religious Education, Computer Science and Mathematics.

The Curriculum Area - Part of Wider School Life

As the PSHEE Curriculum Area aim is to *empower students to make informed, healthy decisions*, all classroom teachers are asked to provide students with:

- accurate and relevant knowledge
- methods to turn that knowledge into personal understanding
- opportunities to explore, clarify, and (if necessary) challenge their own and others' attitudes
- skills and strategies to live healthy, safe, fulfilling, responsible and balanced lives.

Across the Trust at KS3, students are taught by a member of teaching staff in mixed-ability tutor groups for a 50-minute lesson each week. For KS4, this is also offered fortnightly by a member of teaching staff at Fulham Cross Girls' School.

⁵ Department for Education, *National Curriculum in England: Framework for Key Stages 1 to 4*, Statutory Guidance, December 2014



PSHEE is also delivered through a vast range of other activities, including the assembly programme, curriculum trips, and by welcoming speakers into school. PSHEE is both a discrete subject and thread within the whole-school work done to support students' *personal development*.

The Curriculum Area works closely with the Pastoral Team, particularly each year group's Head of Year, Learning Progress Coordinator (LPC), Progress Tutor or Learning Mentor. There may be further, targeted interventions for students who are navigating particular issues.

At the Fulham Cross Academy Trust, we believe it is important that many of the skills and attitudes we wish students to develop are shared through our school community in various ways.

Students will have opportunities to develop their understanding of the wider world through:

- ✓ the ethos of *Empowering Tomorrow's Women / STEM* charter
- ✓ assemblies and visitors into school
- ✓ school trips and visits outside of school
- ✓ EMPOWER / STEM days and school events
- ✓ enrichment and extracurricular activities
- ✓ opportunities to volunteer and/or fundraise for charitable causes
- ✓ classroom and playground rules
- ✓ school council and other leadership roles, such as Student Senior Leadership Team (SSLT)

The Curriculum Area - Teacher Responsibilities

All PSHEE teachers are expected to:

- maintain classroom ground rules and behaviour expectations for a safe learning environment
- create a confident classroom climate where students are confident to discuss their hopes, fears, and sensitive issues, without feeling pressured to share personal information
- ensure that a variety of teaching approaches are used to give students all the relevant contemporary information in order for them to be able to explore the wider world
- plan, evaluate and modify lessons in regular cycles – responding to local and national policy
- meet as a team for monitoring and review, as well as respond to arising issues
- notify relevant staff (including the PSHEE Lead) of any school absence, as well as provide high-quality cover work at KS3 and complete an additional, recovery lesson at KS4
- liaise with external providers to provide the best possible experience and expertise



As FCAT staff, teachers are expected to build, develop and enhance their expertise in order to teach effective lessons and keep pace with educational developments.⁶ It is the responsibility of each practitioner to explore how new pedagogies and technologies can be used to support the subject⁷ and we therefore encourage PSHEE staff to take ownership of this process. Additional school support includes coaching or mentoring, peer observations, and notices of external training opportunities.

It must also be noted that teachers cannot be experts on every issue covered in a comprehensive PSHE education and the role of the teacher is frequently as a facilitator of learning.

The Curriculum Area - Leadership Responsibilities

To ensure effective teaching, learning and management of PSHE Education at the Fulham Cross Academy Trust, the PSHEE and RSE curriculum is overseen by a designated member of the senior leadership team at each school (SLT) and the overarching governing body.

The senior leader and governor should make sure that:

- all students are able to make progress in achieving the expected educational outcomes
- the quality of provision is subject to regular and effective evaluation
- teaching is delivered in ways that are accessible to all students, regardless of ability
- clear information is provided for parents and carers on the withdrawal process
- the subject is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations⁸

For Relationship and Sex Education (RSE) in particular, there are certain members of the school leadership team, such as the Assistant Headteacher for Personal Development, who will hold more responsibility for ensuring that the school's sex education provision is relevant and effective for our students (than others). However, it remains the general responsibility of all staff members at the school to support our young people in receiving a quality education that can *empower students to make informed, healthy decisions*.

The Curriculum Area – Assessment, Feedback, Monitoring and Evaluation

Active engagement in learning, rather than passively receiving education, is most effective when teaching PSHEE. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. The skills of critical reflection is at the heart of (student) assessment for learning in PSHE education⁹.

⁶ Fulham Cross Girls' School, *Developing a Professional Teaching Workforce*, 2019

⁷ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

⁸ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

⁹ PSHE Association, *Personal, Social, Health and Economic Education: From Theory to Practice*, 2009



PSHE education offers many opportunities for pupils to get involved in their own learning and progression within the subject. All classroom assessment, whether focusing on a particular aspect of one's learning or providing insight into overall progress, should be:

- embedded into the schemes of study, as a key part of the teaching and learning process
- inclusive as to the range of learning and achievement opportunities available to each student
- measure what is valuable within PSHEE (ie. emotional literacy), and not just easy to measure
- able to have impact to a student, and help lead to improved work in the subject

At the Fulham Cross Academy Trust, we teach with a positive attitude about the behaviour of our young people. In doing so, we take a *normative* approach, highlighting how many more people are assumed to be doing the wrong thing than actually are. The majority of our students do not engage in unhealthy behaviours and will be doing their best to avoid this in the future. As with all subjects in school, a review of the PSHEE provision will focus on the learning gained through the curriculum. PSHE education is not, and cannot be, responsible for student's future lifestyle choices.

To this end, the quality of PSHEE lessons is subject to regular, effective evaluation by all subject teachers, its curriculum lead, and each school's Senior Leadership Team (with support from the link governor as and when needed). Monitoring and Evaluation (M&E) is completed through regular staff audits, student surveys, lesson observations and Quality Assurance reports.

The Curriculum Area – Diversity, Equality, Inclusion and Belonging

A commitment to diversity and equality runs through all the work of the Fulham Cross Academy Trust. It is not a 'topic' to be covered in PSHEE alone.¹⁰ The curriculum is designed in a way that reflects the concerns of the Equality Act 2010 and to ensure that students are not subject to discrimination, including those who are lesbian, gay, bisexual and/or trans (LGBT+). It will foster good relations between students, tackle all types of prejudice and promote understanding and respect.¹¹

PSHEE teachers support the interests of all students, irrespective of gender, sexual orientation, ethnic background, faith, ability, or aptitude. We also expect our students to show a high regard for the different needs of others, providing students with an education that prepares them to challenge and combat sexist, ableist, homophobic, transphobic, and racist bullying, as well as any harassment and stereotyping¹². By ensuring up-to-date and objective information on challenging topics, as well as providing positive role models of human variance, PSHE education is a vehicle to address diversity issues and to ensure equality for all.

Where certain forms of human variance and gender diversity come to be contested, the school aims to focus

¹⁰ PSHE Association, *Creating a PSHE Education Policy for Your School*, 2014

¹¹ Supplementary Advice to the Sex and Relationships Education Guidance DFEE, *Sex and Relationships Education (SRE) for the 21st Century*, 2014

¹² Fulham Cross Girls' School, *Equalities Policy and Statement of Objectives*, 2022



on student welfare and ensure the school is a respectful and tolerant place for all. Sexism, misogyny, and intolerance to an individual's non-conformity to biological sex stereotypes is linked to increased violence against relevant young people¹³.

Our school's provision is also sensitive to the variance in faith perspectives on certain PSHEE topics (for example, when learning about financial interest or masturbation). We recognise that 'religion or belief' is amongst the protected characteristics set out by the Equality Act 2010. As a result, we endeavour to teach faith perspectives on the relevant topics and welcome the opportunity for healthy discussion about complex issues. Where views based on faith and culture become conflated, we will endeavour to teach the facts based on relevant scripture. Harmful attitudes will be challenged, even when linked to faith, to support the pupil in reflecting on its origin and outcome.

Statement on Accessibility and Additional Educational Needs

Working closely with the Personalisation Curriculum Area and the Additional Educational Needs Coordinator (AENCO SLT), the PSHEE teachers at each school give careful consideration to the level of differentiation in learning. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and ensure those with English as a second language can effectively access PSHEE provision.

We are aware that students with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. Further relevant information can be found in each school's Equalities Policy and trust SEND Policy.

Our schools may teach about faith perspectives on these topics and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex. However, where RE is delivered in conjunction with RSHE, we ensure that content is differentiated for pupils so that it is clear where they are being taught content that reflects religious belief.

The Curriculum Area - Safeguarding Procedures

Good practice in PSHEE lessons allows students an open forum to discuss potentially sensitive issues and important topics¹⁴, e.g. forms of unhealthy or toxic relationships, sexuality and gender identity, mental health and emotional wellbeing. At times, students approach their PSHEE teacher looking for more information or to seek support. Wherever possible, teachers should signpost further resources and support systems. Any concerns relating to a student's safety, including self-harm or suicidal ideation, will be reported following safeguarding procedures.

¹³ including United Nations Human Rights: Office of the High Commissioner, [The Struggle of Trans and Gender Diverse Persons](#), 2024

¹⁴ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019



Teachers are expected to set positive ground rules in their classroom and to make explicit to students that there are boundaries to confidentiality, which will not be unconditional. Children should also be explicitly taught about safeguarding, including online risks¹⁵. In the course of PSHE education lessons, students may indicate that they are vulnerable or 'at risk' to harm. If they do so, they will be given appropriate support from other educational professionals.

In aspects of Relationships and Sex Education (RSE), all staff should aim to:

- reassure students that their best interests will be maintained.
- encourage students to talk to their parents and carers, with support to do so.
- inform students of other sources of confidential help, for example, the School Nurse, counsellors, GP or local young persons' advice centre.

Further relevant information can be found in the trust's Child Protection Policy.

Organisation of Teaching and Learning - Careers Education and Guidance

The trust believes that all young people need a planned programme of activities to help them make choices that are right for them in order to be able to manage their careers throughout their lives.¹⁶ The PSHEE Curriculum Area follows the Education Act 2011 and the Gatsby Benchmarks to support students' self-development, career exploration and build their skills for career management and employability. This aligns with the Careers Education, Information and Guidance (CEIAG) policy, as well as the latest framework.

Each school's PSHEE Curriculum Lead works closely with the senior leader in charge of Careers and the Careers Advisor (a branch of Personal Development). Further relevant information can be found in the trust's Careers Education Information Advice and Guidance Policy.

Organisation of Teaching and Learning – SMSC and Personal Development, with British Values

FCAT students are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We teach students to understand that, while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws. Our ethos and teaching supports the rule of English civil and criminal law, with students taught the relationship between the law of the land and religious law.

Both schools actively promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Through whole-school provision of SMSC and British Values, each school enables students to:

¹⁵ Department of Education, *Keeping Children Safe in Education*, 2022

¹⁶ Fulham Cross Girls' School, *Careers Education, Information, Advice and Guidance Policy*, 2022



- develop their self-knowledge, self-esteem and self-confidence, as well as personal initiative
- respect the civil and criminal law of England, as well as its public institutions and services
- understand how they can contribute positively to the lives of others, locally and globally
- appreciate that the freedom to choose and hold other faiths and beliefs is protected in law
- ensure further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- respect democracy and support participation in the democratic processes
- know that the rule of law protects individual citizens and is essential for their wellbeing
- understand the importance of identifying and combating discrimination.

The PSHEE Curriculum Area ensures that each school has taken an outstanding, whole-school approach through:

- a detailed, established pastoral programme during tutor time
- celebration of days with national and/or cultural significance
- mock elections or ballot voting, often alongside general or local, to promote British values
- access to democratic organisations like a student council (both within school and locally)
- classroom displays that support the fundamental values of England and SMSC features

Organisation of Teaching and Learning - Financial Wellbeing and Capability

The Economic Education of PSHEE fits within the context of the wider world and work. Fulham Cross recognises that, aligning with the EMPOWER / STEM ethos, students should be taught how to be enterprising and ambitious, as well as recognise the rights and responsibilities of the consumer within economic and business environment¹⁷.

Organisation of Teaching and Learning - Health Education

Fulham Cross wishes to support students in making healthy decisions that allow them to lead positive productive lives in the future. Alongside a ban on junk food, the school promotes an active lifestyle through physical education lessons, after-school clubs and enrichment opportunities. Concurrently, the PSHEE Curriculum Area emphasises the importance of self-care through lessons on:

- diet and nutrition
- road safety, first aid and health services
- drug avoidance and avoiding knife crime
- benefits of physical activity and the outdoors
- consistent sleep patterns
- time and social media management
- stress-combatting activities
- setting a positive attitude and mindfulness

¹⁷ Fulham Cross Girls' School, *Careers Education, Information, Advice and Guidance Policy*, 2022



Physical Health: For diet and nutrition, links are made between PSHEE and Physical Education (PE), plus the Food Technology Curriculum Area for Fulham Cross Girls'. Information shared in PSHEE is also linked to the impact that food has on body image and emotional wellbeing. For drug education, teachers inform students about the consequences of all illegal drugs; all legal drugs including alcohol, tobacco, shisha and e-cigarettes; all over-the-counter and prescription medicines; and other drugs as they join the market. Further topics, as suggested by the Curriculum Area of Education, include cancer education, blood donation, dental hygiene, self-examination, and basic First Aid.

Mental Health: At Fulham Cross Academy Trust we aim to promote positive mental health for every student, as well as every member of staff¹⁸. The Curriculum Area educates students on mental health in consultation with the Psychology Curriculum Area, as well as Personalisation. Further topics, as suggested by the Curriculum Area of Education, include the changes in puberty, language to describe emotional changes, and early warning signs for overwhelming feelings. This school also recognises the link between physical and mental health, as well as how one can impact the other, and so weaves information from both areas of health together in PSHEE lessons¹⁹.

Staff working with the students do not offer unconditional or absolute confidentiality over any unhealthy behaviour, while still maintaining boundaries where students feel safe and respected. Students are reminded during lessons that if they divulge anything that indicates that they may be at risk of harm then this information has to be passed on.

Further relevant information can be found in the trust's Drug Education Policy and its Mental Health and Wellbeing Strategy.

Organisation of Teaching and Learning – Online Safety and Impact of Social Media

This school recognises that new technologies have become integral to the lives of children and young people in today's society, both within education and in their lives outside school. The Internet and other information technologies are powerful tools which open up new opportunities for everyone and students are entitled to safe Internet access.²⁰

The PSHEE Curriculum Area recognises that the use of digital technologies can put young people at risk within and outside of school. Dangers include cyber-bullying, access to illegal or inappropriate images, the sharing of personal content without the individual's consent, and grooming. The Curriculum Area at both school sites is committed to tackling these risks: providing them with the knowledge and skills to evaluate the quality and

¹⁸ Fulham Cross Academy Trust, *Mental Health and Wellbeing Strategy*, 2021

¹⁹ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

²⁰ Fulham Cross Girls' School, *E-Safety Policy*, 2021



accuracy of information on the Internet ('fake news'), as well as the confidence to recognise and end inappropriate contact with others.

PSHEE lessons that promote online safety and tackle the negative impact of social media are designed in collaboration with the E-Safety Coordinator. E-Safety education is provided in a planned PSHEE programme, which:

- covers both the use of ICT and new technologies in school and outside of school.
- promotes critical awareness of the materials and content students access online
- guides students to validate the accuracy of the information.
- encourages students to adopt safe responsible use of ICT, the Internet and mobile devices²¹

Further relevant information can be found in both school sites' E-Safety policies.

Organisation of Teaching and Learning - Relationship and Sex Education

We believe that RSE has a key part to play in the personal, social, moral and spiritual development of the young people of our school trust. The vision of RSE policy at Fulham Cross Academy Trust is that students become prepared to manage healthy and respectful relationships: friendly, familial or romantic. Relationships and Sex Education (RSE) provides young people with *"the information that they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships"*²². As well as learning about sex, sexuality, emotions and sexual health, it involves acquiring information and forming positive beliefs, values and attitudes about future relationships.

RSE education is a strand of PSHE Education taught each year of school, with more nuanced and age-appropriate information provided over time in a 'spiral' programme. Students will receive a suite of RSE lessons (from five to seven sessions) every year, providing accurate, age-appropriate and up-to-date information about the subject in order to allow students to develop life skills, make informed choices and manage risk to themselves and others.

The Trust wishes for parents and pupils to feel assured that where PSHEE is determined to deliver 'sex education' that it is delivered at a level that is suitable to both the age and development to pupils, who are welcome to voice their opinions and ideas relating to its provision. Parents and caregivers are welcome to discuss this policy and curriculum at request on any relevant school event, such as Parents' Evening. They are also invited to organise a meeting with their school's designated lead (at Fulham Cross Girls' School or Fulham Cross Academy) should they have any further queries.

The lessons themselves are designed in consultation with the various Curriculum Areas within both schools, the Pastoral team, and PSHE Association, before being delivered by dedicated PSHEE teachers. At each school

²¹ Fulham Cross Girls' School, *E-Safety Policy*, 2017, *Fulham Cross Academy E-Safety Policy*, 2021

²² Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019



site, the Curriculum Lead for PSHEE is responsible for reviewing the curriculum, following insight from students, parents, a designated member of the senior leadership team (SLT) and the RSE Governor.

Students may ask difficult questions which cover age-restricted content or topics which go beyond any sex education covered by the school. Teachers will handle such questions, with an emphasis on supporting students. This may include asking a student to speak to their parents or a trusted adult, signposting to support services where needed. We recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

The current model of lessons at FCGS follows:

- **Year 7:** Puberty. *This covers topics such as changing bodies, menstrual cycle, gender and its stereotypes, body image and personal hygiene, plus the fundamentals of consent.*
- **Year 8:** Communication. *This covers topics such as hormones and reproductive health, including the transmission of infections like HIV/AIDS, plus responding to harassment.*
- **Year 9:** Intimacy. *This covers topics such as relationship values, commitment and marriage, recognising unhealthy behaviour, attraction, pleasure, and forms of contraception.*
- **Year 10:** Sexuality. *This covers topics such as body confidence and self-esteem, porn and sexual expectations, expectations for positive relationships, and choices in pregnancy.*
- **Year 11:** Romantic Challenges. *This covers topics such as abusive behaviour and exploitation, forced marriage, relationship diversity, plus sexual health and services.*

The current model of lessons at FCA follows:

- **Year 7:** Puberty. *This covers topics such as changing bodies, periods, gender and its stereotypes, body image and personal hygiene, plus the fundamentals of consent.*
- **Year 8:** Sexuality. *This covers topics such as body confidence and self-esteem, the dangers of pornography and sexual expectations, positive relationship expectations, parenting, and abortion.*
- **Year 9:** Intimacy & Sexuality. *This covers topics such as marriage and civil-partnerships, unhealthy relationships, attraction and pleasure, forms of contraception, and pregnancy.*
- **Year 10:** Healthy Relationships and Sexual Health. *This covers topics such as positive relationship expectations, sexual health, contraception & Sexually Transmitted Infections*

As a trust, we recognise the importance of catering to our local community and student needs, as well as teachers adapting and responding to their specific class demographic. In a PSHEE climate where students are confident to raise questions on important, sensitive issues, it is also possible that these topics are touched upon in another year group or in a different school subject.



The PSHEE Curriculum Area takes the religious backgrounds of students into account when planning RSE teaching in order to ensure sensitive topics that need to be taught are appropriately handled²³, as well as complying with the Equality Act 2010 and guidance from the Curriculum Area of Education. Lessons are designed to be inclusive and accessible for all students, regardless of background, sexuality, identity, or additional education need. It also offers opportunities to challenge misconception and prejudice, with LGBT-specific content is built into the programmes of study²⁴.

Our schools would like to emphasise that providing comprehensive relationships and sex education does not encourage young people to become sexually active at a young age. Instead, our provision ensures that pupils may have all the relevant knowledge needed to make healthy, nurturing relationships. This suite of lessons should raise pupils' self-esteem and communication skills so they are able to stay true to their values when challenged by others or the media they consume. We want our young people to have the necessary information to care for and respect their bodies, for which we provide them with tools to seek information and support when they need it.

Working with the Community and the Withdrawal Process

PSHE education is most powerful as a collaboration between school and home and this policy is designed in consultation with the student community. We are also committed to working with caregivers and have a presence at important wider events, like open and assessment evenings, to encourage home-school discussions. We are clear that parents and carers are the prime educators of children in many PSHE matters and that school complements this role. The Trust expects parents thus to share in the responsibility of 'sex education' so as to support their child's personal, social and emotional development. We encourage all those involved with raising a child to create an open home environment where our students can go on to further engage with learning offered at school.

In this vein, the PSHEE Curriculum Area is able to offer wider reading material and further support for parents and carers to facilitate PSHE and RSE discussions with their children at home. On request, parents and carers are also able to have access to the resources used by school (and external visitors) when teaching RSE. In consultation with the community and other Curriculum Areas within the school, Fulham Cross Academy Trust is also able to offer workshops for interested parents and carers to find out more about PSHEE or particular topics in Relationships and Sex Education (RSE).

Withdrawal Process: parents and carers have the right to request their child/ward be withdrawn from sex education in PSHEE lessons, but not from the relationships strand of RSE or relevant lessons focused on student health. Sex and relationships topics can also arise incidentally in other subjects and it is not possible to withdraw students from these relatively limited and unplanned discussions.

²³ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

²⁴ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019



For the withdrawal of students, Fulham Cross follows the current Relationships and Sex Education Guidance, as published in June 2019²⁵²⁶. At this time, caregivers are required to request in writing for the withdrawal of their young person from the relevant suite of lessons (ie. an opt-out system). Prior to this point, we also offer an annual FCAT open event to answer any initial questions on RSHE.

It is possible that at this point (following in-person conversation and/or written parental request) that the respective head teacher, another member of the Senior Leadership Team (SLT), or PSHEE Curriculum Lead, will organise a meeting with the family in order to ensure that the purpose of the curriculum is fully understood, the benefits of sex education are clear, and parents/carers understand the “*detrimental effects that withdrawal might have on the child*”²⁷. Ultimately the Trust recognises that, for the relevant school period, the final decision on withdrawal lies with the parent and/or caregiver.

If a student is then excused from sex education following this request, it is the school’s responsibility to ensure that the student receives appropriate, purposeful education during the period of time that they are withdrawn. During this time, students will be expected to complete a reflective ‘Healthy Relationships’ booklet. There is no right to withdraw from Relationships Education or Health Education, though based on the intertwined nature of these topics we caution caregivers that their child or ward will likely miss out on this learning while briefly removed from PSHEE lessons.

Children have the right to return to sex education, regardless of parental wish or opinion, three school terms before they turn 16. As a result, all Year 11 students who have previously been withdrawn from lessons will be provided with an opportunity to confirm re-entry. The school is not required to contact parents or carers regarding their child’s decision.

As required by law, a copy of the PSHEE and RSE policy is available on the school website²⁸. Additionally, as a statutory policy, parents and carers can receive a paper copy on request. They may also access a representative sample of teaching resources and curriculum materials - with respect for a reasonable response time for staff.

External Provider and Visitor Policy

External visitors are only utilised when they are determined to have additional relevant areas of expertise. We believe our teachers are our best resource and provide them with the appropriate specialist training

²⁵ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

²⁶ At the time of policy review, a consultation was in place for a 2024 version of *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. As this document has not yet been finalised - we continue to work from the 2019 published guidance, while taking recommendations from the 2024 draft.

²⁷ Department of Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019

²⁸ <https://www.fulhamcross.net/>



wherever possible. When lessons should be delivered with reference to the law, healthcare professionals and police services could be asked to support teaching.

For specialist workshops and targeted student sessions, we have previously collaborated with organisations such as SASH (Support and Advice on Sexual Health), Women and Girls Network, RE:SET (from Violence Reduction Unit), Arc Theatre, Daniel Spargo-Mabbs Foundation, and Integrate UK. Wherever feasible, resources will be vetted by the curriculum leader for PSHEE beforehand and families have the option to request access to these as well.

The classroom teacher should always manage this class learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance. Teachers should always be present in any session run by a visitor to maintain this and the safety of the students. Both visitors and teachers are expected to follow the school's confidentiality and safeguarding policies.