



Physical, Social and Health Education(PSHE) & Relationships and Sex Education(RSE) Policy

Document Control

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Aims

This policy aims to:

- Provide an overview of our PSHE and RSE curriculum
- Explain how we tailor our PSHE and RSE provision to our students' individual needs
- Provide parents with information about consultation and their legal right to withdraw their child from Sex Education

Legislation and Guidance

- Independent Schools Standards (2019)
- Relationship and Sex Education Statutory Guidance (Department for Education, 2025)
- The Equality Act (2010)
- Planning Framework for Students with SEND (PSHE Association, 2020)

Our PSHE & RSE Curriculum

The majority of the Fable House PSHE and RSE curriculum is embedded into the wider project-based curriculum, making it relevant to the student's overall learning journey and utilising cross-curricular links where possible. The PSHE Lead has reviewed the wider curriculum against the PSHE Association's Secondary Curriculum outcomes to ensure a broad, robust offer.

Any outcomes not covered by the wider project-based curriculum are taught in termly discrete PSHE/RSE sessions planned by the PSHE Lead. We explicitly teach about the nine Protected Characteristics as defined by The Equality Act (2010) in the Prejudice and Discrimination and Diversity, Rights and Responsibilities sessions.

See below for the curriculum map outlining the areas taught in each year group and term.

Students over the age of 18 can choose to opt in or out of PSHE, although opting in is encouraged. Adult students (along with their parents when appropriate to need) work with the PSHE Lead to select topics from the curriculum map which are most relevant to their needs and gaps in prior learning.

	Term 1	Term 2	Term 3
Maple 1 (Year 7)	Prejudice and Discrimination	Feeling Frightened/Worried	Puberty
Maple 2 (Year 8)	Accidents, Risk and Emergency Situations	Harmful Substances	Romantic Feelings and Sexual Attraction
Maple 3 (Year 9)	Gender Equality	Body Image	Intimate Relationships, Consent and Contraception
Beech 1 (Year 10)	Diversity, Rights and Responsibilities	Exploring Influence, including grooming and radicalisation	Healthy/Unhealthy Relationships
Beech 2 (Year 11)	Public and Private	Gambling	Long Term Relationships and Parenthood

Meeting Our Students' Needs

We acknowledge that our students have individual needs and many are working at a different developmental level to their chronological age. This needs careful consideration when exploring PSHE and the sensitive topics involved. At Fable House, we use the PSHE Association's framework for young people with Special Educational Needs and Disabilities to inform our practice. All students are baselined by the PSHE Lead to establish their prior knowledge and understanding of key issues. The sessions are then tailored to the students' individual needs. Assessment allows tutors to breakdown the learning outcomes to align with the student's level of understanding, using the progressive stages below.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

For example, the theme of **Puberty** is broken down into the following outcomes;

	Encountering	Foundation	Core	Development	Enrichment	Enhancement
CG1 – Puberty	Respond with curiosity to stimuli about the ways in which we change as we get older.	Identify some of the different ways we have changed as we have grown older.	Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.	Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.	Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.	Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.

And the theme of **Intimate Relationships, Consent and Contraception** is broken down into the following outcomes;

	Encountering	Foundation	Core	Development	Enrichment	Enhancement
CG4 – Intimate relationships, consent & contraception	Respond to stimuli about romantic relationships.	Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.	Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel.	Define what intimacy means. Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.	Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.	Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.

Parent Consultation

At the beginning of each academic year, all parents will be invited to meet with the PSHE Lead to discuss their child's PSHE curriculum for the year. This is an opportunity for parents to have input into how topics will be taught to ensure the sessions meet their child's needs and are pitched at the right level. It is also a chance to discuss any areas of sensitivity the tutors should be aware of in relation to certain topics.

Withdrawing your Child from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In line with statutory responsibilities, Fable House will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, Fable House will make arrangements to provide the child with sex education during one of those terms. This is in line with the statutory guidance issued by the Department for Education (2025). Requests to withdraw a student from Sex Education should be made to the PSHE Lead and CEO in writing.

Parents can request that their child is withdrawn from the following lessons:

- Romantic Feelings and Sexual Attraction (Maple 2/Year 8)
- Intimate Relationships, Consent and Contraception (Maple 3/Year 9)

Links with other policies

The PSHE/RSE policy is linked to:

- Curriculum policy
- Equality Policy

Monitoring and review

This policy will be reviewed annually by the PSHE Lead or sooner in the event of legislative changes.