



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

- Education (Independent School Standards) Regulations 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – for introduction 1 September 2026
- Keeping Children Safe in Education 2026
- Equality Act 2010
- SEND Code of Practice: 0–25 years

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

	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

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 will continue to access a programme of PSHE and personal development appropriate to their individual needs, in line with the Independent School Standards. The content and level of participation will be personalised according to each student's age, developmental level, prior learning, preparation for adulthood and individual needs. Adult students will be involved in decisions about their programme and, where appropriate to the student's needs and wishes, parents or carers may also contribute to this process.

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. Adaptation does not mean pupils with SEND are denied access to important safeguarding knowledge.

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;

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.
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Further details on the content of each discrete session and the wider PSHE/RSE curriculum taught through the Maple and Beech project pathways features in our scheme of work which is available on request.

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. Parents and carers may request to view the teaching materials and resources used to deliver PSHE and RSE, and Fable House will make these available to support transparency and meaningful engagement with the curriculum.

Parents will be consulted when this policy is developed or substantially reviewed and will be given an opportunity to provide feedback before the policy is finalised.

Withdrawing your Child from Sex Education

Parents have a right to request withdrawal from sex education, but not relationships education. In line with statutory responsibilities, Fable House will respect the parents' request to withdraw the child from sex education, 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 (September 2026). 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 elements of the curriculum:

- The sex education content in the Romantic Feelings and Sexual Attraction lesson (Maple 2/Year 8)
- The sex education content in the Intimate Relationships, Consent and Contraception lesson (Maple 3/Year 9)

Student Voice

Student voice is used to inform the development and review of our PSHE and RSE curriculum. Students are encouraged to share their views about the topics they are taught, helping us to ensure that learning remains relevant, accessible and responsive to their individual needs.

Safeguarding and Confidentiality

PSHE and RSE lessons will provide a safe and supportive environment in which students can explore sensitive topics. Staff will establish appropriate ground rules and will not ask students to share personal experiences. Students will be made aware that staff cannot promise confidentiality where information raises a safeguarding concern. Any disclosure or concern about a student's welfare will be reported promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL and managed in accordance with Fable House's Child Safeguarding Policy.

Monitoring and Review

The PSHE Lead will monitor the delivery and effectiveness of the PSHE and RSE curriculum through curriculum review, assessment of students' knowledge and understanding, and student voice. This will be used to identify gaps in learning and ensure that content remains relevant, accessible and responsive to students' individual needs.

This policy and the wider PSHE and RSE curriculum will be reviewed annually, or sooner in response to changes in statutory guidance, legislation, safeguarding concerns or emerging issues affecting our students.

Links with other policies

The PSHE/RSE policy is linked to:

- Curriculum policy
- Equality Policy
- SMSC Policy
- British Values Policy
- AI Policy