



# SURBITON

HIGH SCHOOL

## PSHE Policy and Procedures

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## Surbiton High School: Ethos and Aims

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

### Our Values

#### **We are compassionate:**

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

#### **We are respectful:**

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

#### **We are courageous:**

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

#### **We are inquisitive:**

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

#### **We are a community:**

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others



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- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

## United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

## 1.0 Policy Statement

At Surbiton High School, PSHE is closely linked with the *Aims and Ethos of the School*. We focus on embedding the School's Charter for Well-being and have a clear School-wide focus on learning habits in the delivery of PSHE. The programme for PSHE is supplemented with reference to the following:

- PSHE schemes of work
- Senior School RSE Tracking Document
- Subject-specific schemes of work
- Contribution to the local community in the context of charitable endeavours and volunteer work
- School Worship and Assemblies
- Equal Opportunities Policy



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- Anti-Bullying Policy
- Behaviour and Discipline Policy

This policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this PSHE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunities Policy.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy is available to all interested parties in accordance with our statement on the Provision of Information, which is available on the School website. It should be read in conjunction with: the School's PSHE Schemes of Work; the School's Child Protection (Safeguarding) Policy; Anti-bullying Policy; Behaviour and Discipline Policy.

This document is reviewed annually by Daisy Sunda, Head of PSHE & RSE, or as events or legislation require. The next scheduled date for review is September 2025.

Teachers of PSHE & RSE ensure that they are familiar with the School's Child Protection (Safeguarding) Policy, Anti-bullying Policy and Behaviour and Discipline Policy. The School has a Designated Safeguarding Lead (Matthew Close, Senior Vice Principal), and a Child Protection (Safeguarding) Policy, which can be found on MIS, and the School website.

The Senior School has two designated sessions in the Autumn and Spring terms called SCOPE (SurbitonCOPE). The aim is to support all the above and embed the PERMA model in all that we do.

The PSHE programme supports effective preparation for future life in British society by developing the values, skills and behaviours our pupils need to get on in life. All pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

## **Key Personnel**

Daisy Sunda, Head of PSHE & RSE, is responsible for PSHE in the Senior School in liaison with the Assistant Principal – Pupil Development & Well-being, Heads of Year, Assistant Heads of Year and Director of Sixth Form. In the Girls' Prep School PSHE is overseen by David Williams and in the Boys' Prep School is overseen by Sally Johnston.



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## 2.0 Procedures

### 2.1.1 PSHE Programme 2023-24 (Senior School)

Our approach is holistic, as PSHE is not just about what happens in the designated lessons but is integrated into the wider School life and many of our School structures are designed to contribute to the development of the individual, and to offer challenges and experiences to stimulate this. The objective is to give our students the confidence to cope with the challenges they will meet in life, the ability to lead and deal confidently and sensitively with any problems that arise, and the skills to find the information and to make balanced and moral decisions, which support others. PSHE is a key way in which pupils can develop their **self-knowledge**, learn to be positive about their gifts and abilities, and develop their self-esteem and **confidence**.

The programmes of study (Scheme of Work/SoW) for each Year Group can be found in the Pupil Development Folder on the Staff Admin drive. SCOPE day schedules and a schedule of external speakers can also be accessed from the same area.

The content of PSHE & RSE lessons varies widely but is best expressed in terms of the core themes of Health and Wellbeing, Relationships and Living in the Wider World

The overarching concepts developed through the programme of study are as follows:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)



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8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential to the programme is the development of essential skills and attributes for personal effectiveness and interpersonal and social effectiveness, as well as managing risk and decision-making, which is integral to all the above.

Our PSHE programme is delivered in several ways:

- One designated PSHE & RSE lesson per week for Years 8, 9, 10, & 11
- Three designated PSHE & RSE lessons per fortnight for Year 7
- Designated PSHE & RSE registration and timetabled tutor-time sessions for Year 12 & 13
- Coordinated by the Head of PSHE & RSE, Assistant Heads of Year and facilitated by the Form Tutor / Deputy Form Tutor alongside a programme of visiting speakers
- Year 7, 8, 9, 10, 11, 12 and 13 also participate in SCOPE days
- Activity Days in the Summer Term
- Sessions led by the Careers co-ordinator and Work Experience in Year 11
- The Sixth Form Enrichment programme
- Day-to-day relationships
- School Assemblies
- House System and activities

## 2.1.2 Curriculum aims and objectives

### Philosophy and Aims

- Our motto; May love always lead us, encourages respect for, and service to others, and this concept is an integral part of our PSHE programme. Respect for self and respect for others is nurtured throughout the school. Topics such as Prejudice & Discrimination studied in Year 7 and sex and relationships, including consent in Year 10 underline this, and initiate the development of clear personal guidelines. Service to others is apparent from the start to our new Year 7s by the care they receive from their Form Prefects who even give up a day of their summer holiday to help to induct them. This idea of service continues throughout their time in the school in a variety of ways with each form fund-raising for charity, opportunities to serve the school community, e.g. on the School Council and to serve the wider community, for example as part of Soul in the Community.
- Our aim, to find The Best in Everyone, is demonstrated throughout the programme of study. Pupils' personal qualities are nurtured in Year 7 initially, with the emphasis on helping them to settle happily into the school so that they can feel secure and valued, and on strategies to



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enhance their self-esteem, confidence, tolerance and respect for others. In Year 9, students are carefully prepared to make the best choice for their GCSE options. Morrisby Testing in Year 10 allows students to 'know themselves' and their strengths and weaknesses. In the Sixth Form, in-depth help with UCAS and information on university applications are provided so that the pupils can make the best personal choice for their future.

## **Links with *Spiritual, Moral, Social and Cultural Provision***

***These core aspects of School life are embedded within the Charter for Well-being and the PERMA model.***

- **Spirituality** is fostered as the whole experience of PSHE is designed to encourage and support the development of the whole person in a positive and enriching way. To be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity
- The **moral** aspects of the effects of their choices are considered in many topics. Pupils are encouraged to recognise a range of views and opinions, both religious and secular. Our curriculum involves debate on current and future world problems to help them to develop their moral code and be well informed in order to participate actively as citizens of the World. The programme informs pupils how to take steps to avoid and resist racism and all forms of discrimination and accept responsibility for their behaviour and show initiative.
- Positive **social** interaction is integral to relationships at Surbiton. All school staff will encourage respect for community rules and help students to develop an awareness of right and wrong. In the context of the following school policy, these encourage students to establish good relationships with each other, developing the skills and qualities that will help them to live productively and in harmony. Pupils learn about the country they live in and gain a broad general knowledge of public institutions and public services in England, have respect for the law and distinguish right from wrong.
- **Cultural awareness and sensitivity** are developed through an appreciation of the diversity of the world. It is fostered through lessons, Assemblies, displays, and trips and visits. Pupils are encouraged to become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities. Topics such as *Human Rights including FGM and the Children's Rights Convention* in Year 7 and European Languages Week help to educate the pupils about their **cultural** heritage and that of others and to provide them with an understanding of the cultural diversity represented within the school and the local, national and international community. This will help to combat racism and prepare students to be world citizens.

Pupils are encouraged to contribute to, and be involved in, School events, initiatives, and those, which reach out to the local, national and international community. Examples of this are that at least one pupil from each Form attends our School Council, and the Sixth Form leadership opportunities allow specific areas of whole-school involvement. The student leadership groups across the school are also



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members of the Student Governing Body to work alongside members of the SLT to develop whole-school strategy and improvement.

Relationships and Sex Education (RSE) is part of the PSHE & RSE curriculum, and other topics such as healthy eating and education on the dangers of smoking, drugs and alcohol all help to prepare students to be able to make informed decisions in order to live happy and healthy lives.

## **Learning, Leadership, Values, and embedding PERMA**

**The PERMA model is embedded through the following by enhancing positive emotion, engagement, relations meaning and accomplishment in all of these areas.**

- In line with our Strategic Plan, we encourage pupils to be more independent and think laterally in their **learning** by providing appropriate materials, software and varied delivery.
- The PSHE programme encourages **leadership** opportunities and the development of independence. The House system and Peer Mentoring will offer pupils opportunities to develop many of the skills involved in Thinking and Acting Independently and Leadership. Opportunities for both independence and leadership are developed through a variety of activities such as the House System, School Council, Enterprise initiatives, Duke of Edinburgh's Award and Expeditions
- Opportunities to foster **values** of respect, excellence, friendship, courage, determination, equality and inspiration are developed through a variety of activities such as the House System, School Council, Enterprise initiatives, Duke of Edinburgh's Award and World Challenge
- The school is led by a Head Girl and a team of deputies and Sports Captains and these leadership opportunities extend down: a Middle School Head Girl and Deputies (Year 9), and an Upper School Head Girl and Deputies (Year 11) are elected by their Year Groups – these pupils act as ambassadors for the school on Open Days and Parents' Evenings, as well as co-ordinating and helping the Form Captains and delegates. They are also members of the Student Governing Body
- Every Form elects a Form House Leader and Deputy Form House Leader on an annual basis so that many pupils get the chance to develop their leadership skills and engage further in school activities. A Form Sports Leader and Deputy Form Sports Leader are also elected so that many pupils get the chance to develop their leadership skills in the specific area of sport. Other leadership roles within forms include Charity Leaders and Fashion Showcase Leaders.
- The Bronze, Silver and Gold Duke of Edinburgh's Award Schemes offer opportunities for both leadership and independence, developing opportunities to establish meaning and accomplish.
- The School Council is organised for each year group by the Assistant Principal – Pupil Development. The format for 2024-2025 is outlined below:
  - Meetings will be held each term and pupils receive calendar invites via Outlook
  - Each year group, 7 to 11, will meet separately, with the Sixth Form meeting together
  - Each meeting will have a discussion theme, and pupils will be asked to collect feedback from their form on that topic in the two weeks before the meeting. Tutors will allow them time to do this.





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- Pupils need to ask their form, what issues they would like brought to the school council. Pupils are expected to bring notes to help the meeting run efficiently.
- Pupils may also use Tootoot to raise issues for the School Council.
- During the meeting, each forms representatives will take their turn to feedback on behalf of their form and minutes will be taken in the meeting.
- After the meeting, pupils receive a copy of the minutes and the actions that result from the meeting. They are expected to share the key points with their form during registration.
- All meeting minutes will be available on the Shared network area, so that pupils can access them if they want any more detail.
- School council successes are shared regularly on posters displayed around the school.

The School Council members are vital to ensuring that the student voice is heard across the school and the format and responsibilities above are shared with them at the start of the year.

- The House System includes a regular series of events: **House Advent Challenges; House Public Speaking; House Fashion Arts Showcase; House Science week; RAG week; House Choral; House Algebra; House Drama; House Sports Day.** House Leaders in the Sixth Form will organise the events supported by the Form House Captains. For each competition, there are allocated leadership roles.
- A House Drama Competition is organised annually. Each Form in Years 8 and 9 enters a play – sometimes written by a Form member, and any pupil that wants to can be involved in the production. It is a group effort involving director, producer, and props team and acting roles. The aim is to foster team-working skills as well as practise their dramatic ones. Success is celebrated by individual and group prizes, and the winning form performs to other Year Groups.
- The House Public Speaking Competition provides pupils with the opportunity to work together to hone and display their presentation skills formally in front of their peers. Again, awards celebrate success.
- Initiatives such as the Fashion Arts Showcase foster creativity.
- Open Days offer opportunities for pupils in Year 9 and Year 12 to act as guides, to speak in public and to meet and greet visitors.

## Resources for PSHE:

Our resources for PSHE & RSE are purposely varied:

- Outside speakers are frequently used to give the pupils a different experience, or more expert information than the school staff might be able to provide and to stimulate and challenge them. The use of speakers is particularly prevalent at Key Stages 4 and 5.
- SCOPE days are in line with the core themes stated above and present exciting and different opportunities for the pupils to focus on accomplishment, positive emotion and relationships.
- Our team of Tutors, Heads of Year and Assistant Heads of Year are a valuable resource. Personal and professional development of staff in Pastoral Care and PSHE & RSE is encouraged, and INSET courses attended will be cascaded to relevant staff. Staff also have



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access to Let's All Talk Mental Health for Educators as part of the CPD offering across the Senior School.

In line with our aim to provide the best possible PSHE & RSE provision, this document is subject to change, and it may be altered due to the differing needs of the pupils, changes in current thinking and learning and the resources available.

Schemes of Work for each year group can be seen on the school network in staffshared/pupil development and should be viewed alongside the RSE policy and RSE tracking document on the school website. Parents receive summaries of PSHE & RSE content through letters from the Head of Year at the start of each term and resources can be viewed via their child's Showbie account (Exercise book for Year 7).

## 2.1.3 Approach to teaching and learning (including assessment)

A wide repertoire of active learning methods exists which enable pupils to develop personally and socially. These methods have in common:

- 1) A focus on active learning and pupil participation
- 2) Placing a value on the pupils' experiences and contributions
- 3) Teacher acting as a facilitator

In Year 7, there is a focus on embedding learning habits and teaching core skills, developing empathy and meta-learning.

Examples of active learning methods are:

**Starting and Ending:** Whole group activities mark the beginning and end of sessions. It is good practice to share the aims of the lesson with pupils and coming back together at the end to conclude a session.

**Climate Building and Ground Rules:** In a positive climate of trust and support, pupils share their experiences, listen carefully to one another and acknowledge one another's feelings. When pupils work together, it is essential to agree to ground rules for how they should treat each other.

**Working Together:** Small group work helps pupils take responsibilities for tasks and learn about how groups function. Group work skills, such as listening, letting others contribute, negotiation and reflection, need to be taught.

**Values Clarification:** Several methods enable pupils to compare their views with others and to appreciate the spread of opinion in a group. For example, pupils can form an attitude continuum according to how strongly they hold a particular attitude or show where they stand on controversial issues (standpoint taking).



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**Consensus Building:** Activities, which require pupils to reach an agreement about a view or course of action, help them to consider ideas and concepts in progressive way, and to refine their views and negotiate until consensus is reached. Pupils learn to listen, interpret ideas, clarify language, justify different positions, compromise and take collective ownership of ideas and decisions.

**Problem Solving:** Everyday problem solving is a process that entails clarifying the problem, generating different solutions through brainstorming, evaluating and selecting the best solution.

**Understanding another Point of View:** Acquiring empathy is an essential part of personal and social development. Done well, role-play is an effective technique to help pupils put themselves in someone else's shoes.

**Working with Feelings and Imagination:** Around a circle, invite people to say in turn how they feel at a particular moment. Pupils need to know that they have the right to pass when their turn comes. Difficult feelings can be written anonymously on slips of papers, collected and drawn out of a box to be discussed in the group.

**Reflection, Review and Evaluation:** Reflection is the process of looking back over an activity; review involves identifying what has been learnt and applying this understanding to future experience; evaluating enables a judgement to be made about the value of an experience to an individual and the group. Time should be set aside during and at the end of a session for the group to discuss what has happened.

## Assessment

Formal assessment of pupil confidence in PSHE & RSE, particularly the relevant statutory objectives, is undertaken in Spring and Summer terms through Microsoft Forms quizzes. Most year groups work digitally, reducing the use of paper and minimising the environmental impact of PSHE. Showbie PSHE folders are monitored by tutors, pastoral teams and the Head of PSHE & RSE to ensure progress is made. Year 7 use a PSHE exercise book to aid in the development of good work habits.

All staff have access to an electronic folder of resources that gives them up-to-date information and clear objectives for every topic and individual lessons.

In terms of evaluating PSHE & RSE, staff and pupils make a significant contribution through audits and surveys. School Council from time to time is asked to consider the respective year-group programmes and contribute to its development. The Pastoral Group of the Sixth Form Leadership Team conduct student voice on PSHE & RSE with representatives of each year group and are also engaged when looking to make changes or develop new ideas. The Assistant Principal – Pupil Development & Well-being, Head of PSHE & RSE and Heads of Year observe elements of tutor team delivery of PSHE & RSE and evaluate their programmes on an ongoing cycle. The Senior Leadership Team incorporate PSHE & RSE within the learning wanders monitoring cycle. Outcomes of evaluation of teaching and learning are shared, and data is recorded for United Learning monitoring.

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## 2.2.1 PSHE (including RSE) at the Prep Schools

To embrace the challenges of creating a happy and successful adult life, our pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. They can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE, as part of a broad curriculum, can support our pupils to develop their resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of PSHE can help prepare our pupils for the opportunities, responsibilities and experiences of adult life, including the values, skills and information that will help them to keep themselves safe. It can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of our pupils, at school and in society.

Therefore, we see PSHE as a key part of our pupils' learning and personal development, actively seeking to adapt its content and delivery to the individual needs of their cohorts. We were proud to be part of the early adopter's scheme for the new guidance for Relationships and Health Education before it became statutory in 2020 (refer to RSE below).

This policy will support the learning and development requirements in the Statutory Framework for EYFS. See the Personal Social & Emotional area of learning and Foundation Stage Medium Term Planning for details of the learning covered.

## 2.2.2 Planned Curriculum – Prep Schools

In the Prep Schools, the direct teaching of PSHE follows the three core themes from the PSHE Association's recommended curriculum. The scheme of work includes teaching units which:

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and understanding of values and attitudes
- Ensure our curriculum encourages Education for Social Responsibility
- Include age appropriate Relationships and Sex Education
- Include age appropriate Drug and Substance-Related Abuse Education
- Actively promote fundamental British values
- Challenge opinions or behaviours that are contrary to fundamental British values



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PSHE pervades all aspects of school life and therefore it is delivered in a Scheme of Work, which is cross-curricular and links to different programmes of study in the National Curriculum, including Science & Computing.

## 2.2.3 Relationship & Sex Education (RSE) & Science – Prep Schools

### Why teach SRE at the Preps?

There are four main reasons:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

*Source: Jigsaw: A Guide for Parents and Carers on Sex and Relationships Education (2020)*

### **Relationships Education (statutory)**

Referred to as Relationships & Health Education by the DfE, as an Independent School, we combine the two strands into one under the heading of 'Relationships Education'. We aim to teach our pupils the benefits of positive and safe relationships, empower them to make good, safe decisions and signpost where they can go for support. This is taught across the curriculum, including Science, PSHE, PE and Computing lessons, as well as through Mentoring sessions (KS2) and through our daily interactions with the pupils. This is statutory and by the end of Key Stage 2 the pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- being safe
- mental well-being
- online relationships
- internet safety and digital literacy
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

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- health and prevention
- basic first aid
- main external body parts
- changes to the human body including puberty
- how boys and girls differ
- fertility and menstruation
- how babies are born

Key in our approaches to teaching these themes is the recognition that they be taught within a moral framework that is sensitive to the needs and beliefs of all pupils and their parents. Effective education can only take place when children are aware of how quality relationships can be sustained. We therefore aim to:

- Ensure children value relationships of all types – including marriage and other stable partnerships, close friends or general acquaintances
- Develop children’s ability to communicate with each other and their knowledge of how to build healthy relationships over time
- Help children view positive friendships and relationships as a means to promoting their own health and well-being
- Ensure children recognise the many different types of relationships that exist
- Children can manage their changing emotions and recognise how they can impact on relationships
- Give children strategies for solving conflicts peacefully
- Ensure children understand the physical, mental and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene
- Ensure children can judge what kind of physical contact is acceptable or unacceptable in relationships
- Discuss gender identities and have an awareness of transgender issues
- Enable children to make healthy, informed choices now, and in later life through increasing their knowledge, challenging pre-conceptions and practising the skills required to sustain quality relationships.

## ***Science Education (statutory)***

We follow the National Curriculum for Science. The parts of the programme of the study that link directly to RSE include the following areas of knowledge:

### **Key Stage 1:**

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can reproduce offspring and these grow into adults
- to recognise similarities and differences between themselves and others
- and to treat others with sensitivity



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## **Key Stage 2:**

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- the main stages of the human life cycle.

## ***Sex Education (non-statutory)***

Sex education includes any content that sits outside of relationships education and the Science curriculum. To put this simply, where questions from the pupils take class discussions away from the scientific facts and/or information that they require in order for them to have safe, positive relationships, parents may request that their child is withdrawn from these discussions.

However, it is recommended by national PSHE experts that high quality, tailored education is delivered, appropriate to the age and physical and emotional maturity of the pupils.

In the Prep schools, in upper KS2, we will teach the pupils about human sexual reproduction and how this fits within loving relationships. This will enable them to discuss relationships and sex confidently and safely, at a level appropriate for their age.

As part of these discussions, we offer the opportunity for our pupils to ask relevant questions (anonymously if they so choose). It is natural for caring adults to want to protect children from information, attitudes and lifestyles, which they find distasteful. However, it is important to recognise the power of informal learning – from television, magazines, the Internet, friends, gossip, jokes, etc. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and the School believes that individual teachers must use their discretion and professional judgement to advise what is appropriate for discussion in an open forum, what may need to be addressed individually later or those questions that may best be referred back to the home.

## ***Sex Education Overview Map (by school)***

Progression through Years 4-6, delivered through PSHE, Science, PE & Computing lessons as well as Mentoring sessions. Based upon the needs of the pupils, the girls start their lessons on puberty during Year 4.





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## A Spiral Approach to Teaching Sex Education at the Preps

	<i>Girls' Prep</i>	<i>Boys' Prep</i>
<i>Year 6</i>	<p><i>What is sexual reproduction? How are babies made? How are babies born? My body, my choice – making informed decisions about what is right or wrong Preparation for becoming an adult</i></p>	<p><i>What happens to my body through puberty? (revision) What is sexual reproduction? How are babies made? How are babies born? My body, my choice – making informed decisions about what is right or wrong Preparation for becoming an adult</i></p>
<i>Year 5</i>	<p><i>What happens to my body through puberty? (revision) What happens to boys' bodies? Am I normal? How may my emotions change? Inappropriate/appropriate physical contact Unacceptable/acceptable relationships Recognising and reporting inappropriate and unacceptable behaviours. Preparation for becoming an adult</i></p>	<p><i>What is puberty? What will happen to my body? What will happen to girls' bodies? Why? Wet dreams Periods Self-care &amp; hygiene Preparation for becoming an adult Am I normal? How may my emotions change? Unacceptable/acceptable relationships Recognising and reporting inappropriate and unacceptable behaviours.</i></p>
<i>Year 4</i>	<p><i>What is puberty? What happens to my body through puberty? Why? Periods Self-care &amp; hygiene Am I normal? How may my emotions change? Preparation for becoming an adult</i></p>	<p><i>Body awareness and celebrating differences. Manners &amp; self-respect Self-care &amp; hygiene Am I normal? How may my emotions change?</i></p>
<i>Year 3</i>	<p><i>Body awareness and celebrating differences. Manners &amp; self-respect</i></p>	<p><i>Body awareness and celebrating differences. Manners &amp; self-respect</i></p>
<i>EYFS &amp; KS1</i>	<p><i>Emotional changes as we grow Recognising changes in others Naming body parts, including external genitalia (Yr2)</i></p>	<p><i>Emotional changes as we grow Recognising changes in others Naming body parts, including external genitalia (Yr2)</i></p>





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## 2.2.4 Working with Parents

The School is committed to working with parents. They will be informed in advance of planned-for sex education lessons and given the opportunity to view the materials and resources used.

Our aim is to educate our pupils so that they have the necessary knowledge and are empowered to look after themselves as they mature. Sex education is not compulsory, and parents have the right to withdraw their children from all or part of sex education that is outside of the compulsory elements contained within relationships education or the Science National Curriculum. Parents wanting to exercise this right are invited to address their concerns to the Deputy Head Teacher for Pupil Well-being.

## 2.2.5 Online/Internet Safety

In an increasingly interconnected, online world, as a School we have embraced the use of technology through the use of iPads. All KS1 children have access to shared sets that remain in School and all KS2 children are given their own device. As such, we recognise the need to educate our children in how to operate safely when using online services. The PSHE curriculum, supported by the Computing curriculum, regular staff training, up to date IT systems and regular parent communications, help to ensure that online safety learning is effective and centred around the responsible use of technology.

## 2.2.6 Approach to teaching and learning (including assessment)

There are many activities that form part of the School routine that help promote children's self-awareness, self-esteem, self-knowledge and self-confidence. These include:

- Fundraising, learning about local issues, recycling, charity days, visits to service providers, people who help us. These all help to provide important links with the community and develop community involvement. Children can learn how to become helpfully involved in the life and concerns of their community, preparing them to be active citizens.
- Displays of work and welcoming visitors to our School.
- Taking part in class assemblies, concerts and performances.
- Collective worship encourages children to reflect, contemplate, share and appreciate the quality of relationships. Assemblies should explore different themes and cultures, highlight wider social issues and allow for personal reflection, whilst at the same time remaining as an Act of Worship.
- The management of day-to-day incidents, which provide opportunities to raise awareness, explore issues and generate more thought about future behaviour.
- Clubs, trips and school journeys, which foster independence and responsibility across the whole School community.



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Assessment in PSHE is active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Children should learn how to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

There are no statutory requirements for end of key stage teacher assessment in PSHE, but the children's main achievements will be recorded and recognised through areas such as curriculum links, House Points, celebration assemblies, performances, displays of work, presentations and clubs, bearing in mind that all children gain credit for what they achieve. All of these events and celebrations ensure that we are achieving our School aim 'To celebrate success and achievement.'

## 2.2.7 Citizenship and PSHE Projects

From time to time there are special events that usually concentrate on one particular aspect of PSHE. This might be through:

- Special assemblies on a particular theme
- Theme days/week (e.g. Book week/Poetry day, Puzzle it out Day, religious observances, etc.)
- Visitors to the School (e.g. School Nurse, charity representatives, police/fire services)
- Joining in locally organised events (e.g. Kingston Foodbank and SPEAR donations at Harvest, Remembrance Sunday)

Throughout these opportunities, we ensure that we are supporting our school aim of 'Providing a broad, balanced, challenging and enriching educational experience for all pupils.'

## 2.2.8 Developing Citizenship

As existing and growing members and participants within our community, our pupils will develop a good understanding of Citizenship and what this means for them. Citizenship will help their social development enabling them to engage with others and to develop a greater understanding of their communities and society. It builds character and develops soft skills that employers are crying out for, such as communication, initiative, social interaction and teamwork. Citizenship also teaches about the way democracy, politics, the economy and the law work.

At the Prep schools, we provide opportunities for responsible and active citizenship alongside the curriculum to develop Citizenship skills within our pupils.



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## **School Council (named the Pupil Leadership Team or PLT at the Girls' Prep)**

The School Council is a key element in the development of Citizenship. The main aim of the School Council is to give the children the opportunity to share their ideas and opinions for the benefit of the School. These views and opinions are an essential part of the continued progress and development of the School. Pupils have a member of their class to represent them at School Council meetings. The democratic election of these representatives reinforces our School aim 'To create opportunities for leadership and challenge.'

The School Council encourages all children to take an active role in the life of the School by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the School's decision-making process and new ideas and initiatives to be presented to the School Council for their input.

To ensure the School Council runs smoothly all staff:

- Support and promote elections each year.
- Allow class time for the class representative to feed back to the pupils as soon as possible after each meeting.
- Allow class representatives to attend all meetings.

## **Charities**

At the Prep Schools we actively encourage and support pupils to participate in a range of fundraising activities. Numerous events are held and celebrated throughout the year, reinforcing the School's motto, 'May love always lead us' and underpinning the ethos to serve and respect others.

At the Girls' Prep, all pupils are given the opportunity to nominate a charity for the School to support. They are required to deliver a short presentation or video to the Charity Committee, detailing the reasons why the charity is important to them and the reasons we should choose to support their chosen charity. The Charity Committee chooses a selection of these whom go forward to deliver their presentation to the rest of the School. All pupils then vote on which charities they would like to support over the course of the year. We try, wherever possible, to invite a representative from the charity into School to present an assembly to broaden the pupils' knowledge of the importance of charity. We also actively encourage and celebrate individual fundraising initiatives through assemblies and newsletters.

At the Boys' Prep, we choose charities annually through discussions with our Year 6 charity leaders and the SLT. We select those charities based on issues that members of our wider school community have been directly affected by. Throughout the year, the Year 6 charity lead and the Head Boy Team, along with staff, raise awareness of and fundraise for these charities.



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## Eco Committee

Pupil leadership is pivotal to advocating sustainability within our School and wider community and are supported by representatives from across the School. For messages and lessons to be spread effectively, pupils must be given the opportunity to take responsibility for making suggestions, identifying actions and understanding the link between their behaviour and its impact on the environment. At the start of each year the Eco Committee carry out an environmental review of the School and develop an action plan for the year. Together the Eco Committee present their findings to the School through a series of assemblies.

The Eco Committee is tasked to:

- Ensure that the whole School is aware of the importance of sustainability and limiting our environmental impact
- Ensure that everyone in the School community is represented in the decision-making process
- Provide a link between pupils, teachers, senior management team, governors and the whole School community.

### 2.2.9 Organisation and Management

The PSHE leader, along with the Deputy Head for Pastoral and Wellbeing, will be responsible for overseeing the implementation of the policy, co-ordinating the Scheme of Work and monitoring its success with the staff and the children.

## 3. Monitoring and Evaluation

This Policy will be reviewed annually using a consultative process, which identifies teachers', pupils' and parents' feedback.

This policy document is reviewed by Daisy Sunda, Head of PSHE & RSE. The next review is due in September 2025. This policy is made available to parents, staff and other relevant parties in accordance with the School's Provision of Information Policy.



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## 4. Document Information

Version Number	4
Reason for Version Change	Annual Review
Name of owner/author	Daisy Sunda (Head of PSHE & RSE, SS), Sally Johnston (Deputy Head, BP), David Williams (Deputy Head GP)
Name of individual/department responsible	Assistant Principal – Pupil Development & Well-being
Governor with oversight	Claudia Vincenzi
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Where available	Website, MIS
Review Date	September 2025