



SURBITON

HIGH SCHOOL

Relationships and Sex Education

Contents

| | |
|---|---|
| 1. Surbiton High School: Ethos and Aims..... | 2 |
| 2. Policy Statement | 3 |
| 2.1 Aims | 4 |
| 2.2 Equality | 4 |
| 2.4.1 Pupils with special educational needs and disabilities (SEND) | 5 |
| 2.4.2 Lesbian, Gay, Bisexual and Transgender (LGBTQ+) | 5 |
| 3. Roles and Responsibilities | 5 |
| 4. Legislation (statutory regulation and guidance) | 5 |
| 4.1 Context | 5 |
| 4.2 Supporting Documents | 6 |
| 4.3 Other School Policies | 6 |
| 5. Curriculum Design | 6 |
| 6. Safe and Effective Practice | 7 |
| 7. Safeguarding | 7 |
| 8. Engaging Stakeholders | 8 |
| 8.1 Parents, Guardians and Carers | 8 |
| 8.2 Staff | 8 |
| 8.3 Governors | 8 |
| 9. Monitoring, Reporting and Evaluation | 9 |

1. 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
- **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

2. Policy Statement

Surbiton High School understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at Surbiton High School is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At Surbiton High School, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the School's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. It should also promote the importance of self-respect and self-worth.

Surbiton High School recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

This document is reviewed annually by Stuart Murphy, Assistant Principal, Pupil Development or as events or legislation change requires, and in addition is subsequently checked and monitored by the School's

Compliance Officer and is also sent to LGB Members so that they can familiarise themselves with it, discuss it and monitor its implementation going forwards. The next scheduled date for review is September 2024. Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community.

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

This policy is available to relevant parties in accordance with our statement on the provision of information.

2.1 Aims

At Surbiton High School, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balanced and factual information
- To enable pupils to make informed decisions and to react appropriately to different situations
- To encourage pupils to consider the consequences of their actions
- To encourage pupils to reflect upon their own emotional development
- To stress the importance of considering the emotions and views of others
- To emphasize the importance of good communication in relationships
- To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

2.2 Equality

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE.

The School can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse, or harassment.

The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

2.4.1 Pupils with special educational needs and disabilities (SEND)

The School will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for 'adulthood outcomes' as set out in the SEND code of practice when teaching RSE to those with SEND.

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

2.4.2 Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching RSE, Surbiton High School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age-appropriate and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBTQ+.

3. Roles and Responsibilities

At Surbiton High School, the Head of PSHE, Daisy Sunda, is responsible for the creation and implementation of the RSE Policy. She is supported by the Heads of Year and Assistant Heads of Year. This group, alongside the Assistant Principal – Pupil Development & Well-being, Stuart Murphy, will be responsible for the development and review of the policy.

Insofar as possible, Surbiton High School believes that RSE should be delivered by tutors who know their pupils well and/or subject specialists. RSE content is also taught by the Biology department as part of their KS3 courses and delivered by specialist Biology teachers. However, Surbiton High School believes that teachers of all subjects can make valuable contributions to the delivery of RSE and have reviewed all aspects of RSE across the wider curriculum.

The Head of PSHE is responsible for ensuring that all teachers who deliver RSE are appropriately trained. Further internal support or external training may also be offered.

4. Legislation (statutory regulation and guidance)

4.1 Context

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Surbiton High School, the School has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities.

The PSHE policy and the PSHE Schemes of Work highlight the relevant content throughout Year 7 to 11.

This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The School will also consider the PSHE association's toolkits and resources as it develops its RSE content.

Further guidance was taken from the Sex Education Forum, especially their 'Whole School Approach RSE Audit Tool' and their various teaching resources.

4.2 Supporting Documents

- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between pupils\)](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Alternative Provision \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools \(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural \(SMSC\)\)](#)
- [SMSC requirements for independent schools \(guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development\)](#)

4.3 Other School Policies

The RSE Policy should be read in conjunction with the other following School policies:

- RSE tracking document
- Safeguarding and Child Protection Policy
- PSHE Policy and Schemes of Work
- Anti-Bullying Policy
- Equal Opportunities Policy

5. Curriculum Design

The Head of PSHE will work closely with colleagues in related curriculum areas to ensure the RSE complements and does not duplicate content covered in other compulsory subjects such as ICT, Biology and PE. Mandatory content not delivered in other compulsory subject areas is covered in timetabled PSHE & RSE lessons and supplemented with extra-curricular talks and SCOPE days as appropriate.

The PSHE Schemes of Work for each year group identify relevant RSE content, as do the resources for staff. The RSE tracking document provides a breakdown of the statutory RSE objectives, associated PSHE

curriculum objectives and where they are delivered throughout the school year. The RSE tracking document can be seen on the school website.

6. Safe and Effective Practice

The School recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those who take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions

Teachers should bring any non-urgent issues for discussion to the appropriate Head of Year. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

7. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RSE lessons. Observations can be undertaken by the Head of PSHE, Assistant Principal – Pupil Development & Well-being, Heads of Year and LGB member with oversight of PSHE & RSE to ensure consistency of teaching and the safety of pupils.

Where visiting speakers are invited to deliver aspects of the RSE curriculum (for example the RAP Project or IT Happens), testimonials will be sought from other schools and the Head of PSHE will brief them in advance regarding the School's safeguarding procedures. Visiting speakers will always be accompanied by a member of Surbiton High School staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register', which sits with the DSL.

8. Engaging Stakeholders

8.1 Parents, Guardians and Carers

Surbiton High School is committed to working closely with parents, guardians, and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life. This policy and the contents of the RSE Scheme of Work has been drawn up in consultation with parents via a biennial parental survey (last surveyed June 2022; next one due June 2024).

The School recognizes that parents, guardians and carers have the final decisions about their children's sex education: parents have the right to withdraw their child from sex education at Surbiton High School up to three terms before their child turns 16 in line with government guidance. From that point that onwards, if a pupil wishes to receive sex education, the School will make arrangements for this to happen before they turn 16. If they have already missed their timetabled sex education, this will usually take the form of a discussion with the School Nurse.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study. The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction. If parents have any queries or wish to withdraw their child from RSE, they should contact their child's Head of Year in the first instance. Before granting the request, the Principal (or other senior member of staff) will discuss the request with parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process and a record will be kept.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. The School will inform parents, guardians, and carers about when RSE is delivered to their children within the termly Head of Year letter. In addition, information on the RSE curriculum is available within the RSE Tracking document which can be viewed on the school website. Parents have also been consulted about RSE content via a parent survey that contains all of the Statutory outcomes. This survey is repeated biennially to inform planning and keep parents up to date. Alongside the PSHE curriculum, the School provides a range of seminars for parents, guardians, and carers to help them engage with their children on the subject of RSE through a partnership with Let's All Talk Mental Health where the school funds annual access for parents who choose to register.

8.2 Staff

Staff, and especially tutors, may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Head of PSHE and Heads of Year will make staff aware of the content within the RSE Tracking Document. There is a shortcut on staff iPads that links straight to the RSE Tracking Document.

8.3 Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in regular reports to Governors. The Governors will review and agree this policy on behalf of the Governing Body annually. The Policy was last reviewed by governors in January 2023.

9. Monitoring, Reporting and Evaluation

Teachers will be encouraged to reflect critically on their practice in delivering RSE through discussion with their Head of Year. The Head of PSHE is responsible for ensuring the quality and consistency of RSE teaching.

Pupils will have opportunities to review and reflect on their learning during lessons at the end of a period of significant RSE teaching. Pupils will be invited to offer voluntary feedback via an anonymous online form. Pupils will also be encouraged to discuss the delivery of RSE at the relevant representative bodies including School Council and through other interested groups, such as the LGBTQ+ society.

The Head of PSHE will provide regular updates on the delivery of RSE, including any changes made as a result of the feedback collected above, to the Assistant Principal – Pupil Development and Well-being.

Document Information

| | |
|---|---|
| Version Number | 4 |
| Reason for Version Change | Annual Review |
| Name of owner/author | Daisy Sunda, Head of PSHE |
| Name of individual/department responsible | Stuart Murphy, Assistant Principal – Pupil Development and Well-being |
| Name of Governor with oversight | Jamie Munro |
| Last reviewed by Governors | Due January 2024 |
| Target Audience | Staff |
| Date issued | 9 th October 2023 |
| Where available | School Website, United Hub, MIS |
| Review Date | September 2024 |