



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** all its students to discover and embrace their individual talents, within United Learning's core mission to bring out "the best in everyone". We combine an intellectually rigorous academic environment with outstanding pastoral care and outstanding co-curricular opportunities; through this provision, we encourage our students to live out our **School values**, and become compassionate, respectful, courageous, and inquisitive members of the community.

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, living out the School's motto: *Amor nos semper ducat* (May love always lead 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.

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



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Policy Statement

At Surbiton High School, PSHE is closely linked with the *Aims and Ethos of the School as well as the School's Charter for Well-being*. The programme for PSHE is supplemented with reference to the following:

- PSHE schemes of work
- 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
- 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:

- PSHE Schemes of Work
- 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 2027.

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 Common Docs, and the School website.

The PSHE & RSE 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.



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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 Danielle Kilpin and Adam Buckingham.

Procedures

PSHE Programme 2026-27 (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 Schemes of Work for each year group can be seen on the school network in StaffSharedWork/Pastoral/PSHE and RSE lessons 2026-27 and should be viewed alongside the RSE policy on the school website. A schedule of external speakers for the current year and for previous years can also be accessed from the same area.

The content of PSHE & RSE lessons varies widely but is best expressed in terms of 7 core themes which develop over the year groups to create an age-appropriate spiral curriculum:

1. **Personal Growth** (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their privacy, including online)
2. **Relationships** (including bullying, persuasion, coercion and consent in different types of relationships and in different settings, including online)
3. **Keeping Safe** (identification, assessment and how manage risk, rather than simply the avoidance of risk for self and others, including strategies to employ in different settings, including online in an increasingly connected world)
4. **Staying Healthy** (including physically, emotionally and socially, within relationships, work and school-life, including water and travel safety, first aid, exercise and rest, and different lifestyle choices)
5. **Social Responsibility and The Law** (understanding the notion of universal human rights, including fairness and justice as well as diversity and inclusion with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Finance, Careers and Enterprise** (including enterprise, employability and economic understanding)



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7. **SCOPE** (Surbiton COPE: confidence, resilience and well-being for life by developing a range of skills, strategies and 'inner resources' to draw on in challenging changes and circumstances)

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, including statutory Relationships and Sex Education (RSE) and health education, is delivered in several ways:

- One 65 minute designated PSHE & RSE lesson per week for Year 7, 8, 9, 10, & 11
- Designated PSHE & RSE registration and timetabled tutor-time sessions for Year 12 & 13 alongside a programme of internal and external speakers
- Coordinated by the Head of PSHE & RSE, Assistant Heads of Year and Sixth Form Team, and facilitated by the Form Tutor/Deputy Form Tutor alongside a programme of visiting speakers
- Year 7-13 also participate in SCOPE well-being lessons every half term and in SCOPE Week (5-9th October 2026), which is aligned with World Mental Health Day
- Activity Days in the Summer Term
- Sessions led by the Careers co-ordinator for all year groups and Work Experience in Year 11
- The Sixth Form Societies programme
- Day-to-day relationships and 1:1 tutor conversations
- School Assemblies
- House System and activities

1. 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. This idea of service continues throughout their time in the school in a variety of ways such as fundraising for charity, opportunities to serve the School community, such as the School Council, and serving the wider community, for example, taking part in 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 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.



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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, European Week of Languages, Multi-cultural Day, displays as well as 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. 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.

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

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(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 Well-being Ambassadors, Charity Leaders and Fashion and Arts Showcase Leaders.
- The Bronze, Silver and Gold Duke of Edinburgh 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 2026-2027 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.
 - 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.
 - During the meeting, each form's representatives will take their turn to feed back 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 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.

Resources for PSHE:

Our resources for PSHE & RSE are purposely varied:

- Expert speakers (both external and internal) are frequently used as part of the PSHE curriculum to stimulate and challenge pupils.
- The Nurse and Welfare Team have a key role in the delivery of puberty and sexual health talks as well as delivering first aid training to pupils.
- SCOPE week and dedicated SCOPE lessons 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, the Nurse and the Welfare Team are a valuable resource. Personal and professional development of staff in Pastoral Care and PSHE & RSE is encouraged, and

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INSET courses attended will be cascaded to relevant staff. Staff also have access to Let's All Talk Mental Health for Educators as part of the CPD offering across the Senior School.

Parents receive summaries of PSHE & RSE content through letters from the Head of Year teams at the start of each term and resources can be viewed via their child's Showbie account or exercise book.

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.

2. 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

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).

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.



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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

Exercise books and Showbie folders are monitored by tutors, pastoral teams and the Head of PSHE & RSE to ensure progress is made.

Pupils' progress and understanding is assessed at the start and end of lessons in a range of ways including: graffiti walls, post-it notes, using different coloured pens, confidence meters, traffic lights and the RSE reflection triangle. Examples of different methods for assessment can be found in Staff Shared Work/Pastoral/PSHE and RSE lessons 2026-2027/Assessment and Progress examples.

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, parents 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 termly student voice meetings on PSHE & RSE with the Well-being Ambassadors from each form 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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PSHE (including RSHE) at the Prep Schools

Our curriculum promotes the spiritual, moral, social, cultural, mental, and physical development of our pupils and prepares them for the opportunities, responsibilities, and experiences of later life. We have regard to the DfE's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, and ensure age-appropriate delivery from Early Years Foundation Stage (EYFS) through to Year 6.

We view PSHE as crucial for:

- Fostering pupil wellbeing, mental health, and resilience.
- Promoting our core school values of kindness, respect, and inclusion.
- Ensuring effective safeguarding through online safety, emotional literacy, and boundary awareness
- Supporting pupils in their social, moral, spiritual and cultural (SMSC) development so they can thrive as citizens and excel as human ambassadors.

1. Leadership of PSHE

PSHE education is led by the following staff:

- Chris Fraser, Hayley Karam & David Williams (Girls' Prep)
- Alice Halstead, Danielle Kilpin & Adam Buckingham (Boys' Prep)

They are responsible for:

- Overseeing curriculum planning and sequencing
- Ensuring fidelity to The Story Project curriculum
- Delivering staff training and ongoing professional development
- Monitoring the quality of teaching and learning
- Evaluating impact and reporting to senior leaders and governors

PSHE education is taught predominantly by Form Teachers who receive training and support to deliver the curriculum confidently and effectively.

2. Aims and Objectives

The PSHE curriculum equips pupils with the knowledge, skills, and attributes to keep themselves healthy and safe. Specifically, we aim to:

- Teach the fundamental building blocks of positive, respectful relationships (friendships, family dynamics, and peer cooperation)
- Develop an understanding of healthy physical and emotional choices
- Build digital resilience and safe online behaviours
- Encourage respect for diversity, equality, and British values.



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3. Curriculum Design and Delivery – Prep Schools

We embed everything we aim to do within our school ethos and culture, starting with our School Motto (may love always lead us) and School Values (compassionate, respectful, courageous, inquisitive and community). Through our everyday interactions, we aim to live out our aims so that our pupils are fully immersed within a community of love and understanding that enables them to flourish.

Explicitly, the curriculum is delivered through PSHE lessons, Form Times and Mentoring sessions, as well as within our cross-curricular (e.g. Science and Computing), co-curricular and enrichment offerings.

Within PSHE lessons, we predominantly take a book-led approach using the *Story Project* curriculum. This involves sharing hand-picked, high-quality stories that align to all PSHE aims, and which help pupils to gain their understanding through thought-provoking discussion and lesson activities. The curriculum is grouped into 6 key themes:

- Being a good friend
- Celebrating families
- Looking after my body and mind
- Keeping safe
- Becoming a global citizen
- Growing up

A quick guide to the Story Project key themes and progression can be found [following this link](#).

The lessons develop knowledge, skills and attributes through:

- Explicit teaching of emotional literacy and vocabulary
- Opportunities to practise problem-solving, decision-making and help-seeking
- Guided discussion that builds empathy, respect, confidence and critical thinking
- Realistic scenarios that help children apply learning to everyday life.

The Story Project curriculum emphasises learning that is practical, relational and developmental.

In addition, we supplement these lessons with content tailored to our cohorts, that further explore and deepen our pupils learning of the world around them. Such content may include age-appropriate themes around:

- The development of communication and social skills
- The exploration and understanding of values and attitudes
- Economic wellbeing
- Online safety and digital literacy including the use of AI, bias awareness and mis/disinformation
- Education for social responsibility
- Fundamental British values as part of the wider SMSC/citizenship/equality frameworks
- Challenging opinions or behaviours that are contrary to fundamental British values.



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4. Protected Characteristics, British Values & SMSC

We explicitly teach the children the specific personal traits that are legally protected to ensure fair treatment in society. The books chosen within the Story Project are carefully chosen to ensure the authentic accounts of different experiences and backgrounds are chosen to promote equality and challenge discrimination.

Similarly, there is good coverage of the teaching of British Values and SMSC (spiritual, moral, social and cultural).

Where possible (and relevant) we deepen the learning further, for example with assemblies on British Values and opportunities to explore a deeper sense of purpose.

5. Relationships Education, Health & Wellbeing, Sex Education & Science – Prep Schools

Why teach RSE 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 a healthy understanding of body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

In the Prep Schools, the direct teaching of RSE comes under four distinct areas:

- Relationships Education – statutory
- Health & wellbeing education – informed by the DfE framework
- Science Education – statutory
- Sex education outside of the Science curriculum – non-statutory at primary.

Relationships Education (statutory)

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. The current framework remains organised around five strands:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Key in our approaches to teaching these themes is the recognition that they be taught within a moral framework of respect, inclusion and safeguarding that is sensitive to the needs, backgrounds and beliefs of all pupils and their families.

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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
- Teach pupils about equality, respect and the importance of treating others with dignity, including in relation to the protected characteristics set out in the Equality Act 2010.
- 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
- Understand and recognise the need for body autonomy, personal boundaries and consent.

It should be noted that where matters relating to sexual orientation or gender reassignment arise within the curriculum, these are approached sensitively, age-appropriately and in accordance with the law and the School's Equal Opportunities Policy.

As our digital world expands and pervades into our everyday lives, we place great emphasis on ensuring our pupils understand how to navigate positively and with healthy scepticism of the online world. Within lessons, we will teach about:

- Building positive online relationships
- People pretending to be someone they're not
- Privacy
- Harmful content/contact
- Reporting concerns
- The risks associated with people pupils have not met
- How information and data are shared
- Age restrictions on social media and gaming
- Critically evaluating information online including understanding bias and false information.

Health & Wellbeing Education

The School provides a comprehensive programme of health & wellbeing education as part of its PSHE curriculum. This provision is informed by the DfE Health Education framework and supports the School's obligations under the Independent School Standards. The pupils will be taught the importance of:

- Positive mental well-being
- Internet safety and digital literacy
- Physical health and fitness



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- Healthy eating
- The facts and risks associated with drugs, alcohol and tobacco
- Basic first aid
- The main external body parts
- Changes to the human body, including through puberty
- The differences between male and female development
- Fertility and menstruation
- How babies are born

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.

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
- appropriate age-related scientific understanding of human reproduction, taught through the School's Science curriculum.

Sex Education (non-statutory)

It is recommended by national PSHE experts that high quality, tailored sex education is delivered, appropriate to the age and physical and emotional maturity of the pupils. At the Prep Schools, 'Sex Education' refers to carefully selected teaching about sexual relationships and sexual behaviour that goes beyond the statutory Science curriculum. The School does not provide a programme of sex education as a statutory requirement at primary level, but does, in Year 6, provide a limited programme of age-appropriate additional Sex Education. This focuses on understanding sexual relationships, consent in the context of sexual activity, sexual boundaries and relevant legal concepts.

In lessons, 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. and how education can help dispel many of the myths that perpetuate. 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.



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Topics that sit outside of the Science curriculum and therefore *may* form part of classroom discussions include (at an age-appropriate level):

- What a sexual relationship is
- Consent in relation to physical and sexual activity
- Sexual boundaries and pressures
- Relevant legal concepts.

Detailed teaching about sexual exploitation, sexual abuse, STIs, contraception and sexualised content is not included within the Prep Schools' Year 6 sex education programme. Age-appropriate safeguarding education relating to recognising unsafe situations, maintaining personal boundaries, seeking help and reporting concerns is taught through Relationships Education and the wider safeguarding curriculum.

Relationships, Health & Wellbeing, Sex Education and Science Overview Map

Lessons are delivered through PSHE, Science, PE & Computing lessons as well as Mentoring sessions. Puberty is taught progressively and, wherever possible, before pupils are likely to experience these changes themselves.



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A Spiral Approach to Teaching Sex Education at the Preps

	<i>Girls' Prep</i>	<i>Boys' Prep</i>
Year 6	SCIENCE (statutory) - Human reproduction and the human life cycle - How babies are made and born, taught as age-appropriate scientific understanding	SCIENCE (statutory) - What is puberty? (revision) - Human reproduction and the human life cycle
	RELATIONSHIPS EDUCATION (statutory) - Body autonomy and personal boundaries - Consent and respecting the boundaries of others - Recognising safe and unsafe situations - Seeking help and reporting concerns - Preparing for healthy relationships and adulthood	RELATIONSHIPS EDUCATION (statutory) - Body autonomy and personal boundaries - Consent and respecting the boundaries of others - Recognising safe and unsafe situations - Seeking help and reporting concerns
	SEX EDUCATION (non-statutory) - What a sexual relationship is, at an age-appropriate level - Consent in relation to sexual activity - Sexual boundaries and pressures - Relevant legal concepts concerning consent, boundaries and sexual behaviour	SEX EDUCATION (non-statutory) - What a sexual relationship is, at an age-appropriate level - Consent in relation to sexual activity - Sexual boundaries and pressures - Relevant legal concepts concerning consent, boundaries and sexual behaviour
Year 5	<i>What happens to my body through puberty? (revision)</i> <i>What happens to boys' bodies?</i> <i>Am I normal?</i> <i>How may my emotions change?</i> <i>Inappropriate/appropriate physical contact</i> <i>Unacceptable/acceptable relationships</i> <i>Recognising and reporting inappropriate and unacceptable behaviours.</i> <i>Preparation for becoming an adult</i>	<i>What is puberty?</i> <i>What will happen to my body?</i> <i>What will happen to girls' bodies? Why?</i> <i>Wet dreams</i> <i>Periods</i> <i>Self-care & hygiene</i> <i>Preparation for becoming an adult</i> <i>Am I normal?</i> <i>How may my emotions change?</i> <i>Unacceptable/acceptable relationships</i> <i>Recognising and reporting inappropriate and unacceptable behaviours.</i>
Year 4	<i>What is puberty?</i> <i>What happens to my body through puberty? Why?</i> <i>Periods</i> <i>Self-care & hygiene</i> <i>Am I normal?</i> <i>How may my emotions change?</i> <i>Preparation for becoming an adult</i>	<i>Body awareness and celebrating differences.</i> <i>Manners & self-respect</i> <i>Self-care & hygiene</i> <i>Am I normal?</i> <i>How may my emotions change?</i>





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Year 3	Body awareness and celebrating differences. Manners & self-respect	Body awareness and celebrating differences. Manners & self-respect
EYFS & KS1	Emotional changes as we grow Recognising changes in others Naming body parts, including external genitalia (Yr2)	Emotional changes as we grow Recognising changes in others Naming body parts, including external genitalia (Yr2)

Right to withdraw your child from Sex Education

Parents cannot withdraw their child from Relationships Education or from content taught as part of the Science curriculum, including puberty, reproduction or other statutory Science content. Sex Education, however, is not statutory. Therefore, parents do have the right to withdraw their child from these specific lessons. If that is the case, then requests should be made in writing to the Head of the relevant Prep School. We recognise, reinforced through research, the importance of age appropriate sex education and would warmly welcome you to discuss any concerns you may have with us prior to making any such request.

Viewing PSHE resources

Whilst we are always adapting and modernising our teaching materials, parents may find helpful guides and links on the My School Portal School information pages. All Story Project books are made available to view at Meet the Teacher Evenings as well as upon request to Form Teachers. A visual can be found on MSP, as well as an overview of the resources and emotional vocabulary cards.

All schemes of work are available to be seen on MSP.

Parent consultation & review

Parents and carers are consulted when this policy is developed or significantly revised, and their views are considered before the policy is finalised.



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Document Information

Version Number	6
Reason for Version Change	Annual Review
Name of owner/author	Daisy Sunda (Head of PSHE & RSE, SS), Danielle Kilpin and Adam Buckingham (Deputy Heads, BP), David Williams (Deputy Head, GP)
Name of individual/department responsible	Assistant Principal – Pupil Development & Well-being
Governor with oversight	Lisa Timm
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