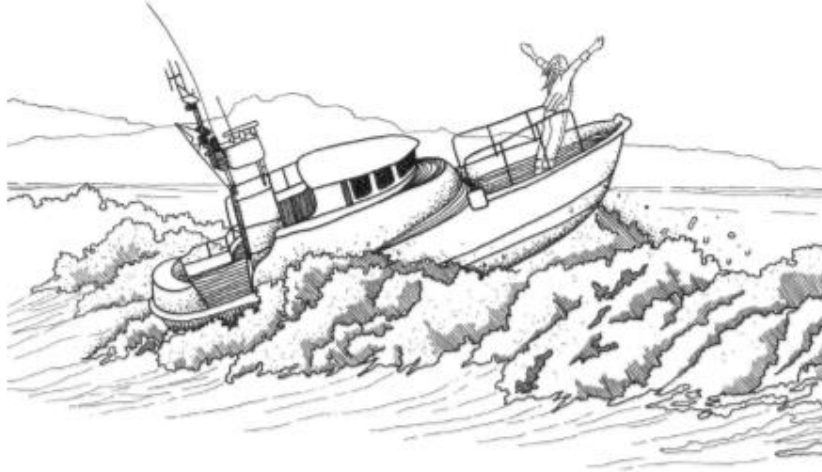


GROW

2021-2022



**TWENTY YEARS FROM NOW
YOU WILL BE MORE DISAPPOINTED
BY THE THINGS THAT YOU DIDN'T DO
THAN BY THE ONES YOU DID DO.
SO THROW OFF THE BOWLINES.
SAIL AWAY FROM THE SAFE HARBOUR.
CATCH THE TRADE WINDS IN YOUR SAILS.**

Explore. Dream. Discover.



GROW

The GROW Programme

What is it?

In supporting our students, it is always helpful to look at individual aspects of their lives. Whether that be their academics, scholastic interests, sports, hobbies, life at home, or friendships, their Tutor & Year Team are always there to guide and listen.



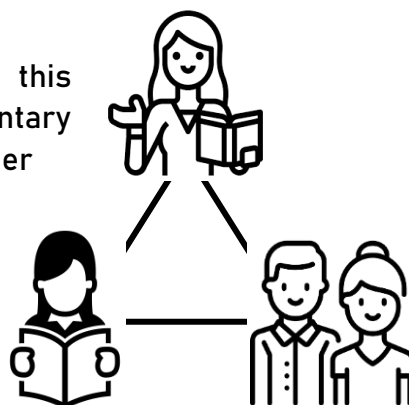
Our GROW Programme however is designed to not only look at, and support, individual aspects of our students' lives but also their holistic contexts. This is important not only for them to excel as individuals but also as year groups and as part of the wider community.

Whether it be form times, assemblies, off-timetable days, or PSHE, students will find a plethora of topics that aim to actively engage them in debate, inform their lives, and equip them with knowledge and tools in order to support them through the ups and downs of adolescence.

Fundamental to this provision however is the understanding of the contextual safeguarding of our students, and the vital partnership that we have with our parents, and also the relationships that students have within their own peer groups, groups above and below them, and groups from outside of our school.

That is why for each major topic that is covered in this programme we also offer a programme of complimentary parent talks, led by experts but also informed by older students, vital in giving a current perspective, and a glimpse for us all into what is happening 'on the ground'.

It is important for us all to also recognise the different impact we have through our children's lives.



As they grow older the influence of family and school can lessen, as the peer group, and wider society, play a much larger role in their decision making, and the inevitable risk taking of the teenage years.

This guide, therefore, plays an important role in helping highlight the support we will be giving your daughters as they progress through the Senior School. In it you will find the following:

- 🍏 Relationship & Sex Education, and the Wimbledon Charter
- 🍏 Golden Digital Rules & Civil Discourse
- 🍏 Equality, Diversity & Inclusion, and the Sustainability Goals
- 🍏 Strong Body, Strong Mind



SOMETIMES YOU JUST HAVE TO REACH OUT. ALSO, TRY TO LOOK AT THINGS WITH PERSPECTIVE! IN TWO YEARS' TIME, WILL THE THING YOU'RE REALLY WORRYING ABOUT NOW MATTER TO YOU AS MUCH AS IT DOES NOW?"

Maddy Planche, Class of 2019



Relationship & Sex Education (RSE)

GROW

<p>Key concept 1: Relationships</p> <p>Topics:</p> <p>1.1 Families 1.2 Friendship, Love and Romantic Relationships 1.3 Tolerance, Inclusion and Respect 1.4 Long-term Commitments and Parenting</p>	<p>Key concept 2: Values, Rights, Culture and Sexuality</p> <p>Topics:</p> <p>2.1 Values and Sexuality 2.2 Human Rights and Sexuality 2.3 Culture, Society and Sexuality</p>	<p>Key concept 3: Understanding Gender</p> <p>Topics:</p> <p>3.1 The Social Construction of Gender and Gender Norms 3.2 Gender Equality, Stereotypes and Bias 3.3 Gender-based Violence</p>
<p>Key concept 4: Violence and Staying Safe</p> <p>Topics:</p> <p>4.1 Violence 4.2 Consent, Privacy and Bodily Integrity 4.3 Safe use of Information and Communication Technologies (ICTs)</p>	<p>Key concept 5: Skills for Health and Well-being</p> <p>Topics:</p> <p>5.1 Norms and Peer Influence on Sexual Behaviour 5.2 Decision-making 5.3 Communication, Refusal and Negotiation Skills 5.4 Media Literacy and Sexuality 5.5 Finding Help and Support</p>	<p>Key concept 6: The Human Body and Development</p> <p>Topics:</p> <p>6.1 Sexual and Reproductive Anatomy and Physiology 6.2 Reproduction 6.3 Puberty 6.4 Body Image</p>
<p>Key concept 7: Sexuality and Sexual Behaviour</p> <p>Topics:</p> <p>7.1 Sex, Sexuality and the Sexual Life Cycle 7.2 Sexual Behaviour and Sexual Response</p>	<p>Key concept 8: Sexual and Reproductive Health</p> <p>Topics:</p> <p>8.1 Pregnancy and Pregnancy Prevention 8.2 HIV and AIDS Stigma, Care, Treatment and Support 8.3 Understanding, Recognizing and Reducing the Risk of STIs, including HIV</p>	

Our philosophy around Relationship & Sex Education (RSE) is encapsulated by:

- Seeking out accurate & up to date information.
- Allowing our students to make informed choices.
- Ensuring they are thinking critically.
- Be allowed, and encouraged, to question everything.
- A space for bravery & candour.
- To always be able to ask for help.

In 2020-21, we undertook an RSE review post Everyone's Invited. As part of that review, following input from students, parents, and staff, WHS's provision will centre around UNESCO's 8 Key Concepts for RSE.



United Nations
Educational, Scientific and
Cultural Organization



UNESCO's Key Concepts allow us to ensure we are equipping our students with the information they need to navigate the world they inhabit. Not only that, but they also ensure that we are taking a bespoke approach to our provision that engages our students' intellectual capacities as well as harnessing their passion for equality, justice, and debate.

Our guidance is exactly that, Tutors, Year Teams, and our chosen professional partners are there to inform, not to instruct. We believe RSE is about choice and is why Heads of Year will keep parents up to date on the GROW Programme, for their Year Group, as terms progress.

Our chosen partner for Relationship & Sex Education is:



A link to the It Happens... website can be found [here](#), and as a guide to what parents can expect at each age and stage, please see the below guide from It Happens... about their programme of sessions.

Nb. To ensure we are meeting the needs of individuals, and individual Year Groups, some sessions described here may be delivered at an earlier stage than that which is described.



Year 7 & 8

Based on our experience, here is a selection of the sort of topics we often discuss with this age group. However, we are keen to work with your science teachers and PSHE programme so that our sessions compliment the work you are already doing.

Growing up:

As students approach the end of prep-school we find they have so many excellent questions. Our aim in these inclusive sessions is to offer clear, consistent and kind answers. Then students can head off to their senior schools equipped with correct terminology and a thorough understanding of these vital topics, where knowledge is power and being well-informed is essential.

- Body image & the media
- Revisiting puberty
- Pleasure & masturbation
- More consent
- Confidentiality
- Asking for help

Digital lives:

As the distinction between life offline and life online becomes increasingly blurred, the impact this can have on body-image, friends and relationships is huge. We talk frankly and honestly about things like porn & image sharing, but not just saying 'NO!'. In these inclusive sessions, we untangle why these behaviours are so tempting and empower young people to understand their adolescent brains and be brave enough to ask for help.

- Self-esteem & the media
- Pornography
- Sexting & sharing
- Online behaviour
- Reputation
- Asking for help



Year 9 & 10

By this stage our audiences are often experiencing intense feelings and emotions, and possibly early relationships. They are trying to untangle important concepts like consent and how to support their friends with emotional, physical and sexual health dilemmas. We offer inclusive talks that don't patronise, say it like it is and tell them what they really want (and deserve) to know.

- Healthy relationships part 1
- What does a healthy relationship look like?
- Delaying sexual activity
- Consent & the law
- Peer pressure

Year 11 & 12

As students are approaching the legal age of consent, the pressure to be sexually active is huge. The pressure to understand it all! To know it all! These inclusive sessions take the pressure off. We explain the complexities of physical relationships – focussing on the positives and highlighting that when pleasure and consent and communication work – relationships can be AMAZING!

- Healthy Relationships Part 2
- Complex consent
- Love & break-ups
- Unplanned pregnancy
- Contraception
- STIs & your sexual health
- Accessing services

Year 12 & 13

Sixth form can be tough. All those big exams – while planning next steps; travels, moving to university, fresher's week and beyond. All of our valuable inclusive RSE work that has been delivered along the way needs to be applied in these new environments. Where there are new friends, different rules/laws, new expectations and far less of a safety net!



- Partying & festivals
- Travelling & gap years
- Uni & Fresher's week
- Sexual health recap
- Accessing services away from home

Consent workshops

These inclusive sessions are aimed at small groups of Year 11/12/13. Usually, 15-30 mixed students for a couple of hours minimum. It is an opportunity for discussion and debate around the complex issue of consent.

These are interactive sessions; allowing students to form their own values and opinions around what can be a very confusing topic.

- What is consent?
- The law
- Freedom and capacity
- The Consent Continuum
- On trial; a case study.
- Strategies to reduce risk

Our Medical & Pastoral Teams

Apart from sessions with It Happens... our Medical & Pastoral Teams play a hugely important role in follow up, but also bespoke sessions on teenage bodies, menstruation & puberty, and other key RSE topics.

As part of our provision, we also deliver hard-hitting, but vital sessions, on topics such as Female Genital Mutilation (FGM).





We not only inform parents when sensitive topics are being discussed but ensure that this is communicated to students, so together, we can make choices that support them and their well-being.



The Wimbledon Charter



A pivotal part of our RSE provision centres around the Wimbledon Charter. The Charter essentially looks at school's proactive and reactive care when it comes to RSE, but also supporting victims of sexual assault & harassment. The Charter begins at the start of this academic year with KCS Wimbledon, and surrounds the following key points:

-  Safeguarding culture – where voices are heard & protected
-  Specialist staff training & access to specialist therapy
-  Parent consultation & partnership on party culture
-  Meaningful & diverse partnership between schools

If you have any questions on the Charter, please contact Ben Turner. If you are concerned about your daughter, and would like specialist therapy advice, please contact Rose Churchill, WHS Lead Counsellor, and sexual assault specialist (contacts at the end of this booklet).



Our chosen partners on the Wimbledon Charter, and all our corresponding work within the GROW Programme, are Deana and Allison, founders of the [RAP Project](#).

Deana Puccio is a former Assistant District Attorney from New York City. She worked in the Sex Crimes/Special Victims Unit of the Kings County District Attorney's Office in Brooklyn. As a sex crime prosecutor, she worked on cases involving adult, teenage and child victims. She then worked as a law secretary to a Supreme Court Judge in Brooklyn before moving to London in 2001.

An overview of what the RAP Project does with WHS can be found here:

The RAP Project, or Raising Awareness and Prevention Project, believes it is important to legally define rape, sexual assault and consent and examine how online porn & social media are influencing attitudes, expectations, behaviours & body image. Our presentations also cover dating, partying, sexting, lad-culture & revenge porn. Teenagers are equally vulnerable to many of these issues, & we empower them with the law, the power of practicing discretion & mutual respect & mutual consent. The pupils participate in anonymous surveys & the power point presentations are informed by students, their questions & observations, RAP Project anonymous surveys, academic reports & current affairs.

The RAP Foundation: Digital Natives Ages 11-13: aimed at exploring what young people are doing online. We focus on issues surrounding Sexting, Cyber Bullying, Online Grooming, & Early Sexualisation. There is no doubt that our kids are at some point exposed to very mature content & inappropriate imagery which leads to confused emotions. We ask them to look at their online behaviour, & consider how this is influencing their personal expectations, attitudes & body image. Exploring their decision-making skills, the students are given realistic scenarios & asked to provide solutions. There are plenty of studies linking 24/7 internet access to self-esteem & mental health issues, & we want our kids to understand the negative as well as the positive aspects of life online. To conclude, we share practical advice on maintaining a positive digital tattoo, protecting privacy, setting boundaries & Practicing Discretion & Kindness On & Offline.



The RAP Foundation: Social Skills for Life - Ages 12 to 15: defines sexual assault & sexual harassment. Using quotes & case studies from real life teenage scenarios, we explore potentially dangerous situations & clarify consent. We also explore cases of online grooming, & unwanted attention on public transport. We touch on online pornography & ask if it is filtering into mainstream media & influencing expectations and body image. Body image is a big issue for all genders & we have the statistics & advice on how to be kinder to yourselves & to each other. We discuss sexting and the laws defining it, as well as how harmful & humiliating this trend can be to another person. Using acronyms, we highlight issues surrounding personal safety in terms of early dating, parties, independent travel, the use of social media & the Internet.

We strongly promote the concept of discretion online, & the importance of personal boundaries as well as discussing how the consumption of alcohol & drugs can diminish one's radar, alter personalities & ability to clearly communicate.

The RAP Foundation: Social Skills for Life - Ages 15-19: This talk covers many of the same issues as above, but in a much more mature voice. Students become sexually active at various ages, some presently, others wait until university or marriage. But whatever the case, their social scene is becoming more complex & sophisticated. We explore how online pornography is distorting sexuality, consent & body image. Body image is a big issue for all genders & we share statistics & advice on how to be kinder to yourself & to each other. We promote our mottos, "Friendship, Romance & Intimacy" & "Mutual Respect & Mutual Consent". Using acronyms, we discuss personal safety habits at Music Festivals, Travel & Parties. What are the potential negative ramifications of 'hook ups?' at bars or on Tinder? In terms of sexual assault and risk taking, we place an emphasis on how alcohol & drugs can radically change one's personality, while discussing the legal risks of sexting & revenge porn & how emotionally damaging they can be. We also discuss toxic masculinity and gender stereotypes. We conclude with what to do if you or a friend is a victim of a sexual assault.



The RAP Foundation: Altered, Airbrushed and Unrealistic - Ages 11-18: This presentation addresses body image issues experienced by all genders. It is highly interactive & popular with the younger students.

How does 24/7 access to social media, advertising & the internet affect their self-esteem and body image? Why is this generation compelled to send selfies? How 'real' is this kind of communication? We analyse everyday TV shows & adverts and explore the subliminal messages they are communicating. We examine how fame, pornography & social media influence young people's body image & expectations. How does the quest for perfection give rise to eating disorders & a desire for cosmetic surgery amongst teens? We share personal experiences, advice shared by professionals & resources with the students.

The RAP Foundation's Porn: The Good, The Bad & The Ugly - Ages 15-19: We examine pornography & its enormous influence on teenagers in today's digital world. Eliciting words & phrases that teens use to describe porn, we open the talk with a frank discussion on how Hardcore Porn differs from Erotica & analyse how it has evolved over the years. We also share the results of our RAP survey, detailing who is discussing the subject with mum and/or dad and who is watching it.

This, combined with various academic studies & surveys, helps us explore how teens experience porn & how it influences expectations, behaviour & attitudes. Is porn filtering into mainstream media & influencing body image? Are teenagers becoming desensitized to the images they are consuming? The presentation moves on to explore the physiological & emotional effects porn can have on an individual. Using an excerpt from a 23-year-old man who wrote to us describing his problems, sharing educational videos on porn, we look at how porn can affect the brain & it's addictive nature. We also explore the business side of production, & how this multi-billion-dollar industry is notorious for its poor industry standards & illegal content.



**"KEEP A SENSE OF HUMOUR - IT GIVES YOU PERSPECTIVE
WHEN THINGS MIGHT NOT GO TO PLAN."**

**"FIND THE JOY IN SMALL THINGS.
LOOK AROUND YOU AND TAKE A BREATH."**

Mariam Abdel-Razek, Class of 2017





Golden Digital Rules & Civil Discourse

Technology has always been at the heart of Wimbledon High School. Our successful transition to online learning during lockdown could not have been done without the previous years' work on the integration of technology throughout our teaching & learning structures.

The embracing of the best of technology however does not make us naïve to its pitfalls, or a replacement for the pen or pencil within the classroom. With 'Big Tech' and the advent of fake news, to be a leader in education, we can no longer talk about tech neutrality. Our students must be equipped with the same critical eye for tech that we foster in all other parts of the curriculum.

Our Golden Digital Rules, updated in 2021, reflect a survey of students, parents, and staff, and are a guide to a healthy and positive relationship with technology for all in our community to follow.

Our chosen partner for guiding students & parents on all things digital is Digital Awareness UK.



In partnership with Digital Awareness UK, we will look at the following with students & parents:

- Online safety for young people & parents
- Buying your child's first phone
- Managing devices as a family
- Positive digital habits
- Digital well-being
- Being a Tech Role Model (for our Peer Support Team)
- Social media & cyber-bullying



10 DIGITAL GOLDEN RULES

Even though this journal is slow-tech, much of your life may still be led online. Never forget the WHS Community Golden Rules:

1. Don't say anything online you wouldn't in person; never send an email or text when tired/grumpy/angry/stressed.
2. Don't do things you mind your family seeing.
3. Be safe and watch your digital footprint - don't go onto inappropriate websites, post things you'll regret or engage with strangers. Remember EVERYTHING is permanent.
4. Guard your privacy - don't put your personal details on a public profile and always check your settings.
5. Engage beyond the echo-chambers: sign campaigns, be open to others' opinions and debate with objectivity and compassion.
6. In the world of 'Fake News', anchor your beliefs in research, think critically and widely before retweeting, liking or passing on information.
7. Put your phone away at meal times and leave all devices downstairs at bedtime - try and be screen free for at least an hour before bed.
8. Try and represent the real you and always, always respect yourself. Comparing your life to others' representations will only make you feel inferior.
9. Don't stand back and let cyberbullies have their way.
10. Family rules about social media & screen time should be established in an open and honest discussion.



Golden Digital Rules

Contained within Yr9-13's WHS Journals & separate version in Yr7-8 Planners



Civil Discourse

Many critically important issues have arisen in the last eighteen months and many injustices are rightly being uncovered. Outrage is being expressed, with good reason, and Generation Z are politically active, knowledgeable and engaged, in a way that generations prior to it simply were not. Larger numbers of people than ever are seeking for a fairer, more equitable world for all, and it feels timely and positive that this is the case; not least because the unfolding events in Afghanistan this summer have served as a shameful and terrifying reminder of how fortunate we are to have access to an education system which is open, free, and encourages debate and diversity of thought.

Yet at just the moment when the world should be pulling together in our battle against a global pandemic, it seems we are more polarised than ever. At a time when we are questioning the notion of binaries in all sorts of arena, argument itself has become trenchantly binary. This is an era of no-platforming, of cancel culture and of offence.

Asking questions, not seeking answers

And so at Wimbledon High, we want to ask the following questions, and explore their potential answers together:

- How do we balance challenging and calling out hate speech with protecting freedom of speech?
- How do we resist the digitally driven mode of oppositional, reductive discourse which has begun to dominate, and which leads to the silencing of so many voices?
- How do we access opinions which differ to our own, avoiding getting stuck in the echo chamber created for us by social media?
- How do we reclaim the art of listening, of reasoning, and of thinking with nuance?
- How do we articulate *through* our emotion, rather than relying on emotion alone to express us?
- How do we learn to be offended and to argue back, both learning in the process, but also – crucially – teaching the listener why our viewpoint deserves to be heard, perhaps even changing their mind in the process?

- And how do we explore the very notion of offence, ensuring the term does not get weaponised by those keen to fight what has become known in the press as a 'Culture War', and acknowledging that prejudice and hatred can cause genuine hurt and distress, not just 'offence'?

These are big questions, and not easily answered – but that's the point. The important discussions aren't easy but that's exactly why they should happen.

Bridging the generation gap

And, crucially, these discussions need to happen in an inter-generational forum. We cannot submit to the lazy and divisive notion that our age and level of experience renders us either too naïve/impassioned/'woke' (Gen Z) OR cynical/entrenched/outmoded (Boomers and beyond) to understand and learn from those of a different generation. As the Head of a leading school filled with amazing young women, it is not only my privilege but also my duty to listen to *all* of the voices around me and take on board a diversity of viewpoints – those of the students, of course, but also of the parents, the alumnae and the staff. It's such a fine balance between allowing our amazing girls to feel heard and valued and respected, and also understanding that those of us in authority have wisdom and the perspective of experience to bring to bear. As one of our former Head Girls put it in an email to me:

"It really is people like you and the WHS teachers who make the difference, by acting on the recognition that the wisdom of your generation can be supported and enhanced by listening to and engaging with the voice of ours."

Hear, hear.

What next?

And so, we will be threading Civil Discourse through the curriculum, through academic and pastoral, with sessions for Y7-9 in PSHE with Ms Kennedy, for Y10 in their PPE studies, Y11 in form times and Sixth Form in their Onwards programmes.

And the aim? Well, it's simple: for our students to be truly flexible, robust and open in their thinking, and for the world to re-awaken itself to the notion of real debate and discussion, based on authentic encounters between enquiring hearts and minds.



Fionnuala Kennedy, Head



"FRIENDSHIP GROUPS CHANGE - IT IS NATURAL.

**DON'T BE AFRAID TO MAKE FRIENDS IN OTHER YEARS.
THE AGE GAP MIGHT SEEM BIG NOW
BUT GETS SMALLER AS YOU GET OLDER.**

**IT IS FINE TO CRY TO 'THE CLIMB'
BY MILEY CYRUS WHEN TIMES GET TOUGH".**

Saskia Brewster, Class of 2020





Equality, Diversity & Inclusion

Equality, Diversity and Inclusion is a vital part of school life at Wimbledon High School.

We want all our students, staff and families to feel valued and included in what we do, not only in the classroom but also our extra-curricular programme and through the wide range of speakers such as those who speak at our Rosewell Lectures. The Pastoral team, Heads of Year, Form Tutors and students work closely together to ensure our programme is well thought out and a real team effort, involving the whole school community.

Our Equality, Diversity and Inclusion Calendar, overleaf, summarises the main festivals and special cultural, religious, and identify events that we will be celebrating and marking this academic year. This is, of course, not an exhaustive list, but is the result of our Undivided 365 Survey, where parents, students, and staff, identified what was important to mark and celebrate for them and their families.

It would be fantastic if families at home would like to help us recognise these very special events and do feel free to email me if you would like to contribute.

Last year's 'Faith Talks' were very well received. We heard from Buddhist, Christian, Muslim and Sikh leaders as well as a very interesting debate about 'Religion and Sexuality' as part of our PRIDE celebrations. We will continue this academic year and include speakers from other faith communities as well as talks from a Humanistic perspective – here's to more lively debates!

On 21st April 2022 we will be celebrating our very first 'Multi-Faith Service'. This will be a celebration of the important festivals that occur in the Spring – Passover, Easter, Holi, Vaisakhi and Eid al-Fitr. We hope to combine poetry, song, music and reflections to learn more about the festivals that many of our students will be observing as well as recognising and celebrating the fact that we live in a multi-faith community.

This is an exciting programme and I look forward to celebrating with you throughout the year.

Keith Cawsey, Equality, Diversity & Inclusion Ambassador



DIVERSITY CALENDAR

SEP 2021	
5	International Day of Charity
6-8	Rosh Hashanah
15-16	Yom Kippur
23	International Day of Sign Languages
26	World Deaf Day

OCT 2021	
Black History Month (UK) / ADHD Awareness	
3-31	Harvest
4	World Dyslexia Awareness Day
10	World Mental Health Day
11	National Coming Out Day

NOV 2021	
8	Interfaith Week
11	Remembrance Sunday
13	World Kindness Day
4	Bhandi Chhor Diva /Diwali /
19	Anti-bullying week
19	International Men's Day
25	International Day for Elimination of Violence towards Women
	Thanksgiving

DEC 2021/22	
1	World Aids Day
2	International Day of the Abolition of Slavery
10	Human Rights Day
11	Hanukkah
25	Christmas



JAN 2022	
17	Blue Monday
27	Holocaust Memorial Day
FEB 2022	
Black History Month (USA)	
1	Chinese & Korean New Year
11	International Day of Women and Girls in Science
25	International STAND UP to Bullying Day
MAR 2022	
8	International Women's Day
27	Mothering Sunday
APR 2022	
National Autism Awareness Month	
13-14	Vaisakhi
15-17	Easter
15-23	Passover
21	WHS Multi-Faith Service
MAY 2022	
Ramadan (April - May)	
2-3	Eid
6	Wesak
9-15	Mental Health Awareness Week
17	IDAHOBIT
JUN 2022	
PRIDE	
5	World Environment Day
8	Autistic Pride Day
19	Juneteenth / Father's Day
20	Refugee Day
22	National Windrush Day
23	International Women in Engineering Day
JULY 2022	
4	US Independence Day



**YOU DESERVE TO BE YOUR GREATEST CHEERLEADER.
IF THERE IS A VOICE IN YOUR HEAD PUTTING YOU DOWN,
DON'T LISTEN TO IT - IT LIES.**

**IF YOU'RE UNSURE WHETHER TO JOIN THAT CLUB,
VOLUNTEER FOR THAT POSITION OR AUDITION FOR THAT
ROLE, JUST DO IT!**

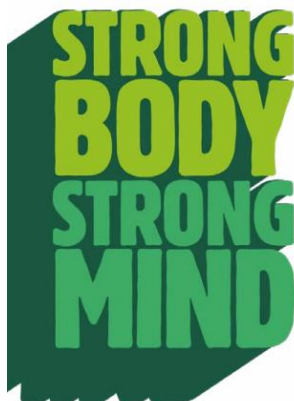
IN THE END, YOU ONLY REGRET THE THINGS YOU DON'T TRY.

Ella Desmond, Class of 2020





Our approach to wellbeing is first and foremost, to make no judgement.



During lockdown in 2021, we started a conversation around the language we all use about food. 'Clean eating', 'detoxes' and meal plans are now not only a new year fad, but seem to be common parlance. As adults, we have a hard time balancing our lives, but the ubiquitous nature of this language around food is creating a toxic discourse that our teenagers cannot avoid.

This is not exclusive to 'diets' however and controversially, perhaps, we also need to talk about food philosophies and their impact. Food philosophies that become rules, and then become restrictions, evidence shows, can lead teens down a path to disordered eating. Emphasising what our young people can and cannot eat can do more lasting damage than letting them have junk food.

The time of talking about 'good' & 'bad', 'virtue' & 'vice' has to stop – and consciously or un-consciously, we must ensure we are mindful of how our own relationships with food and exercise effect young people, whether they be 8 or 18.

We believe in the idea of the 'imperfect eater.' Knowing what your body needs, food knowledge and nutrition are important, but we are not robots. Eating should be more than just about how much, or the balance of, protein, fats, and carbohydrates. A meal is also about pleasure; slow, family time, where stories can be exchanged, and laughs can be had. At the heart of our care is the concept of a 'whole food family' and not letting our individual food philosophies become restrictions on our children or judgements on others.

Ben Turner, Deputy Head Pastoral



Strong Body, Strong Mind is not just about a conversation around food. To truly fuel our children's minds, we must continue our holistic conversation about scholastic curiosity. Slow-tech, low-tech and slow learning have never been more important. Time around the dinner table has never been more important. A belief in balance can negate any compulsions and obsessions that can often manifest themselves with food, but start in other areas of our children's lives.

Two of our chosen partners in this ongoing conversation are:

Marissa Carrarini

Marissa is a Nutritional Therapist that subscribes to the Health at Every Size Movement. She does not prescribe to any way of eating based on ever changing fashions, media or social media. Instead using scientific evidence and clinical experience to help clients find their own individual well-being.

Marissa's philosophy:

Let's eat so we can live. Let's live so we can eat.

Let's eat so we can be present and thrive in every moment.

Let's eat so we can be as well as we can possibly be.

Let's eat so we can be wild, be safe, be calm, and be free.

Let's eat so we can work, study, care for children, play and sleep.

Penny Rankin

Penny is a Case Manager at Portabello Behavioural Health. Her role involves guiding individuals and families through the often daunting first steps of the recovery process – whether that's helping a young adult to access the right support network to aid their recovery, providing a tailor-made care programme for clients with mental health problems, or working with a whole family to identify and overcome dysfunctions relating to addictions and compulsivity.

We also work closely with the Maudsley Hospital, Springfield Hospital, and the Orri Clinic. If you have any questions about support, please do reach out.



Here to help



If you have any questions about the GROW Programme, or support for your daughter in any aspect of her education, here is a list of contacts of staff who are here to help:

DEPUTY HEAD PASTORAL

Mr Turner Ben.Turner@wim.gdst.net

DEPUTY HEAD ACADEMIC

Mrs Duncan Clare.Duncan@wim.gdst.net

SIXTH FORM

Dr Parsons John.Parsons@wim.gdst.net
Mrs East Suzanne.East@wim.gdst.net
Mrs Franklin Hattie.Franklin@wim.gdst.net
Mrs Cooper Nicola.Cooper@wim.gdst.net

YEAR 11

Ms Paterson Jaime-LeePaterson@wim.gdst.net
Ms Flaherty L.Flaherty@wim.gdst.net

YEAR 10

Mr Courtenay-Clack James.CourtenayClack@wim.gdst.net
Ms Tamang Misha.Tamang@wim.gdst.net

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