

PSHE Policy

ISI Regulation	
Reviewed by	Ed Griffiths, Deputy Head Pastoral & Chrystal Cunningham, Assistant Head Pastoral & Inclusion
Date	June 2026
Date of Next Review	June 2027

This policy applies to Senior School.

The policy relating to the Junior School and EYFS is linked [here](#).

***Stepping in:* we aim for every girl to feel known, supported, confident and able to shine at Wimbledon High.**

***Striding out:* we aim for every girl to leave us prepared to shape the society in which she lives and works.**

Wimbledon High School recognises the importance of Personal, Social, Health and Economic Education (PSHE) in ensuring that our pupils are confident, happy and able to shine. PSHE is at the heart of our Pastoral Programme (GROW) and has been developed to support the development of the skills, attitudes, values and behaviour.

GROW is at the centre of everything we do. As a school, we are committed to the development of every student as a whole person. This policy recognises that well-being and personal growth are shaped not only by academic achievement but also by the broader experiences and relationships that shape each individual. Hence, our GROW Programme is designed to support:

- The development of **individual identity**, encouraging students to explore their motivations, values and personal interests.
- **Positive interactions and relationships**, fostering a sense of belonging within year groups, school sections and the wider school community.
- A **holistic approach to well-being**, recognising the importance of academic studies, hobbies, sports, family and friendships in shaping a balanced and fulfilling life.

The **GROW Programme** has many different facets. It is embedded across various aspects of school life and students will experience it in form time, on Wednesdays during period 5, in assemblies, and after school.

GROW is guided by **five strategic themes** that underpin all aspects of our provision:

- **RSE** equips students with the knowledge, understanding, skills, and values to develop healthy relationships and make informed decisions. As students get older, they are supported in navigating relationships and sexuality in a responsible, safe and respectful way.

We recognise that there has never been a more important time for girls and young women to understand their bodies, their rights, and how to protect themselves. To that end, accurate and age-appropriate information is provided on consent, personal boundaries, sexual diversity, contraception, sexual health, and relationships. This also includes teaching on online safety, image-based abuse (including AI-generated content), sexual exploitation, and wider social influences such as misogyny, ensuring students are well prepared to navigate both offline and online contexts safely.

- **Futures** aims to ensure every student at Wimbledon High School is equipped with the tools, skills, and knowledge to pursue their aspirations confidently. It combines ambition with practical understanding of the wider world, covering employability, enterprise, leadership, motivation, and ambassadorship. Students leave WHS prepared not only to dream big but to realise those dreams with resilience and purpose.
- **Stepping in** is more than a transition programme, it is a philosophy that fosters engagement, purpose, optimism, connectedness and happiness. It supports students in developing a strong sense of self and belonging, forming the foundation of our pastoral care.
- **Intellectual resilience** is a vital component of GROW, empowering students to think critically, engage thoughtfully, and communicate effectively. In a world that is increasingly polarised, it is not enough to simply know what you believe; students must also be able to articulate their views, listen actively to others, and remain open to new perspectives. Through the development of intellectual resilience, students are better equipped to challenge injustice, navigate complex societal issues, and contribute meaningfully as active citizens.
- **Inclusion** is not just demonstrated by special weeks or months, assemblies, or social media. An inclusive community has an intangible feel that is created when every individual, regardless of their background, identity, or abilities, is valued and respected. At Wimbledon High we celebrate the tapestry of the United Kingdom and the strength engendered by difference. We aim for our community to be a safe and welcoming environment for our students and staff, where every voice is heard, protected, and celebrated.

The GROW (PSHE & RSE) Programme works to include within it the [Promotion of British Values and Prevention of Radicalisation Policy](#). The programme and approach aims to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010, in an age appropriate way, and will cover topics such as marriage and civil partnership, maternity, gender and sexual orientation as girls go up through the school.

Linking PSHE to other policies and curriculum subjects

Wimbledon High School acknowledges that GROW (PSHE) is something that should run throughout the school and that learning in other relevant subjects should complement the GROW programme.

Furthermore this policy complements the following:

- Safeguarding and Child protection
- Drug education and the management of drug-related incidents
- Healthy eating
- Anti-bullying



- Equal opportunities
- Health and safety
- Relationships and sex education
- Prevent
- Fundamental British Values

Wimbledon High School also recognises the vital importance that GROW (PSHE) plays in avoiding child on child abuse and ensuring all children are safe and know how to keep themselves safe, as well as promoting the economic well-being of pupils.

Key principles and Teaching Methodology

We seek to provide a clear framework within which professional colleagues can work. The GROW programme will be taught through a range of teaching methods and will be taught in the following manner:

- Years 7 through 13 have weekly, 40-minute, timetabled sessions
- Each year group also has form sessions, whole school, year group and house assemblies which connect to the GROW Programme.

GROW sessions are led by Pastoral Leaders, the Medical Team, tutors and high-quality external agencies and speakers.

We will use a wide range of visitors and external agencies to bring a level of expertise or personal story to enrich student's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning. We also believe in ensuring a wide range of viewpoints, as age appropriate, are represented by our visiting speakers.

Responsibility for teaching the programme

Wimbledon High School's programme is lead by our GROW Lead who in turn works with the Pastoral Leadership Team, Assistant Head Pastoral & Inclusion and the Deputy Head Pastoral, who are responsible for the overall running of the GROW Programme.

Review & Consultation

We believe that consultation and involvement of students in GROW is crucial if teaching is to meet their needs and address the issues they are facing. Without such engagement, teachers are left to 'guess' what is needed. Involvement of students also means that teachers can understand students' views on what is currently being taught and respond accordingly.

The GROW Lead seeks regular feedback from students on the programme. The Pastoral Leadership Team runs annual surveys to ensure that key strategic themes are reviewed and continue to reflect the needs of students and their families. Feedback is also gathered from students to identify areas for development within the scheme of work for each year group.

Wimbledon High School
Mansel Road, London, SW19 4AB
www.wimbledonhigh.gdst.net

Senior School
T 020 8971 0900
E info@wim.gdst.net

Junior School
T 020 8971 0902
E info.juniors@wim.gdst.net

Head Ms Fionnuala Kennedy
T 020 8971 0920
E heads-pa@wim.gdst.net





In addition, in line with statutory expectations for Relationships, Sex and Health Education (RSHE), the school proactively consults and engages with parents in the development and review of the GROW programme. Parents are provided with clear information about curriculum content and are given opportunities to share feedback.

GROW is also developed and reviewed in consultation with the Pastoral Leadership Team and the Neurodiversity Team (including the SENCO) to ensure it meets the needs of the whole school community, including pupils with SEND and neurodiverse pupils.

Inclusion & adaptive teaching

We are committed to ensuring that all students have equal access to the GROW (PSHE & RSE) programme. We recognise and respect differences in students' abilities, levels of maturity and personal circumstances, and we encourage students to understand and respect the diversity of others, including sexual orientation, gender identity, faith, race and culture.

As far as appropriate, students with neurodiverse needs will follow the same GROW programme as their peers. The programme is designed to be inclusive, with careful consideration given to the level of differentiation required to enable all students to access and engage with the content.

In some cases, adaptations to content or delivery may be necessary to meet individual needs, ensuring that all pupils, including those with SEND and neurodiverse learners, are able to participate fully in the programme.