

RSE Policy Senior School

ISI Regulation	
Reviewed by	Ed Griffiths, Deputy Head Pastoral & Chrystal Cunningham, Director of Inclusion & Wellbeing
Date	September 2026
Date of Next Review	September 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

Definition of RSE

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

In line with statutory guidance, Wimbledon High School distinguishes between:

- **Relationships Education focuses on building safe, respectful relationships, including friendships, family relationships, respect, online relationships and personal boundaries. It doesn't involve explaining sexual activity but can cover sensitive topics such as sexual violence and sexual harassment in order to keep children and young people safe.**
- **Sex Education builds on this by teaching about intimate and sexual relationships and sexual health.**

Wimbledon High School takes its responsibility to provide relevant, effective and responsible Relationships and Sex education (RSE) to all its pupils as part of the school's Personal, Social, Health and Economic Education curriculum ([PSHE](#)) very seriously and is at the heart of our [GROW Programme](#). At our school we want parents and pupils to feel assured that RSE will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding.

Policy Development and Approval

This policy is drafted by the Assistant Head Pastoral and Inclusion in consultation with the Head, Deputy Head Pastoral and Designated Safeguarding Lead, Assistant Head Pastoral and Inclusion,

PSHE (GROW) Lead, Lead Nurse, Head of Neurodiversity **and parents. It has been approved by the Head.**

Aims of policy

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self-esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline why marriage and civil partnerships are important to many people, particularly in relation to family life and raising children, while also recognising the role that marriage and other stable relationships play as foundations of communities and society.

We want our pupils to lead a healthy and safe lifestyle and to care for and respect their bodies, and we provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Provision

We follow the Department of Education guidance mandatory in England from September 2026: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

Taught PSHE has also been part of the Independent Schools Standards Regulations since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The Wimbledon High School curriculum is spiral, so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. In line with statutory guidance for secondary schools, Relationships Education and Sex Education are often delivered in an integrated way, with topics naturally covering both areas rather than being separated.

We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

The main topics covered in RSE are:

- Families
- Establishing healthy and respectful relationships
- Being safe
- Online safety and awareness
- Puberty, menstruation and change
- Consent and how to communicate this to others

- Contraception
- Sexually transmitted infections
- Understanding our bodies
- Sexting, self-generated intimate imagery, AI generated imagery, deepfakes and image- based abuse.
- Safer sex
- Sexual exploitation
- Sex and pornography
- Sexual ethics
- Misogyny, incel culture and manosphere.
- Personal choices

Curriculum Delivery

RSE is delivered through a structured programme within PSHE (GROW) lessons which take place on a Wednesday during period 5. These take place in tutor groups or larger year group talk. A scheme of work is available to parents via termly letters and Firefly.

As part of the PSHE programme, Relationships and Sex Education is taught by Pastoral Leads, the Medical Team, or tutors. This is done mainly in small groups, using a range of activities with materials and support provided by health professionals.

The programme is developed and reviewed in consultation with parents, the Pastoral Leadership Team and Neurodiversity Team (including the SENCO) to ensure that it meets the needs of the whole school community, including pupils with special educational needs and disabilities (SEND), neurodiverse pupils, and supports our LGBTQ+ community.

As far as appropriate, pupils with neurodiverse needs will follow the same programme as their peers. The programme is designed to be inclusive, with careful consideration given to the level of differentiation required to enable all pupils to access and engage with the content. In some cases, adaptations to the content or its delivery may be necessary to meet individual needs.

We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions.

We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to RSE.

We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language. We recognise that the correct language used for body parts can be a key part in helping young people protect themselves from sexual assault.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

Responding to Pupil Questions

Staff will answer questions in an age-appropriate, factual and sensitive manner, within the boundaries of the school curriculum and safeguarding policies.

If a pupil asks a question relating to content not covered, or sex education from which they have been withdrawn, staff will encourage discussion with parents/carers, relay the conversation to the Pastoral Leadership Team who will follow up with the pupil and, follow safeguarding procedures where appropriate.

Guest speakers

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child.

Parents have the right to withdraw their children from sex education (but not from relationships or health education). Any parents considering withdrawing their child from sex education should contact the Head / Deputy Head Pastoral to discuss their concerns and the educational implications of withdrawal.

Requests for withdrawal will normally be granted in accordance with statutory guidance. In exceptional circumstances, the Head may consider whether specific factors relating to a pupil's welfare, educational needs, or SEND require further consideration before a decision is made. If a pupil is withdrawn from sex education, the school will ensure that they receive appropriate, purposeful educational provision during the period of withdrawal.

According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraphs 41–43, a parent's request to withdraw their child from sex education will normally be respected up to and until three terms before the pupil turns 16. At that point, if the pupil wishes opt into sex education rather than remain withdrawn, the school will make arrangements for them to receive the programme during one of those terms.

Parental Access to Materials

Parents and carers have the right to view teaching materials used in RSE. Requests should be made to the GROW (PSHE) Lead in good time, opportunities will also be provided through information sessions or meetings.

Monitoring, evaluation and review

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we monitor, evaluate and review our RSE curriculum. This is done through:

- Regular reviews of curriculum content by the GROW (PSHE) Lead and Pastoral Leadership Team.
- Feedback from pupils via discussions, surveys and pupil voice activities
- Staff feedback and reflection
- Observation of teaching and learning where appropriate
- Consultation with parents and external specialists
- Monitoring and evaluation ensure that the RSE curriculum remains relevant, effective, and responsive to pupil needs as well as aligned with statutory requirements.

This policy is reviewed annually.

Related policies and procedures

This policy should be read alongside the following:

Safeguarding policy

PSHE policy

Behaviour policy

Anti-bullying policy

Mental health policy



GDST
GIRLS' DAY SCHOOL TRUST

Online safety policy
Equality, Diversity & Inclusion Policy
Neurodiversity (SEND) policy
Visiting Speakers Policy

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